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ABSTRACT

This collection of global activities and teaching strategies, suggested and used by teachers, helps to foster international education in the classroom. There are 32 separate proposals for learning activities, covering a variety of format styles, educational levels, and classroom procedures. Some examples include: (1) "Global ABC's" is a poem developed around the theme of country names beginning with letters from A to Z. (2) A "tour" through Italy is for kindergarten students, with "stops" at major Italian cities, combined with classroom activities and learning games. (3) "Pata-Pata" is a modern African dance for students to perform in the classroom. (4) "Looking at Our Weltanschauung" is designed to show students that cultural perceptions and social mores can be quite different as one travels around the world. (5) "A Yen for Problem Solving" demonstrates exchange rates and cultural values to grades 6-8 through the use of a Japanese McDonalds' menu, real estate listings, and bicycle ads. (PPB)

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EyeOpeners

Handbook of International Teaching Activities

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Some Borrowed... Some New

BLUEGRASS INTERNATIONAL PROGRAM

4-27-89-b

TABLE OF CONTENTS

I. Introduction

II. General EyeOpeners
    Connections..Angene Wilson
    The World Says Welcome..............................Pat Newton
    Global ABC's. (Collins).............................Frankie Daniel
    Communications Scavenger Hunt.......................Pat Newton
    Communications Jargon Activity......................Pat Newton
    Chinese Bingo.......................................Michele Drake

III. Primary EyeOpeners
    Welcome to Mama Rosa's Ristorante...................Annette Rose
    Miss Rumphius Unveils the World.....................Karen Brumfield
    Pata-Pata (a dance).................................Midgie Davis

IV. Intermediate and Middle School EyeOpeners
    Education in Japan (Hokanson).......................Wendy Roark
    African Almanac Search..............................Royce Burke
    Archaeological Search...............................Grant Southworth
    Favorite Cars and International Connections.........Liz Barrett
    Search for Jewels...................................Liz Barrett
    World Peace Project.................................Alyce Emerson
    Hindu and Islam--Debating Issues....................John Moore
    Mathematics and Apartheid in South Africa...........Beth Randolph
    A Key to Geography..................................Marge Leinbach

V. Middle and High School EyeOpeners
    Looking at Our Weltanschauung (Tillich).............Kitty Stephens
    French, Spanish, German: Connections via Questioning....Dianne Jeter
    Loaned Word from The Middle East....................L. Michael Lewis
    Understanding Interdependence.......................Angela Bullock

VI. Mini-Unit: A Yen for Problem Solving...............Pat Nickell

VII. So You Have an ESL Student in Your Class: Read On!.. Marge Leinbach

VIII. Teaching Aids
    Passport
    Teachable Moments (reproduced courtesy of The Stanley Foundation)
    Set of Global Guesses...............................Michele Drake, Frankie Daniel

VIII. International Directory of Staff and Community

INTRODUCTION

A teaching activity recommended by a colleague is a valued commodity! When Bluegrass International Program began the project of a collection of teaching activities to foster international education in Fayette County Public Schools, members of the Advisory Committee were asked to peruse collections of published global activities for special lessons and to field test them for a handbook. More exciting, however, were the original global teaching strategies from the committee members and from other teachers which were submitted.

The collection, therefore, is rightly subtitled, "Some Borrowed.....Some New." Creative teachers have always taken an idea and shaped it for the needs of individual students and individual classes. Today it is difficult to know what is especially new, but a twist on an old idea often becomes just the spark needed for an exciting learning situation.

Bluegrass International Program recognizes that teachers have been inundated with subjects and materials to be covered in what seems diminishing teaching time. The importance of providing an international perspective to the established curriculum is especially critical in light of this time constraint. Strategies which challenge students to become more knowledgeable of geography, more aware of world issues, and more conscious of the implications of international events on their own lives will enhance learning across the curriculum.

The editors acknowledge the contribution of The Longview Foundation for support in printing this handbook. The contributors, listed on the Table of Contents page, have made the book possible. Special thanks go to Angene Wilson, Director of Bluegrass International Program and a tireless worker on behalf of international education; to Pat Nickell for the handbook's title; and to Beth Randolph for computer assistance. Tates Creek Junior High seventh grader, Shoko Sugai, who came to Kentucky eleven months ago from Japan, contributed art work and Jennifer Ewadinger, former Fayette County student, created the final cover design.

The activities, teaching aids, and suggestions which follow are presented with the hope that international education in your classroom will lead to a deeper understanding of other people and of other places.

Frankie Daniel, Associate Director
Michele Drake, Research Assistant

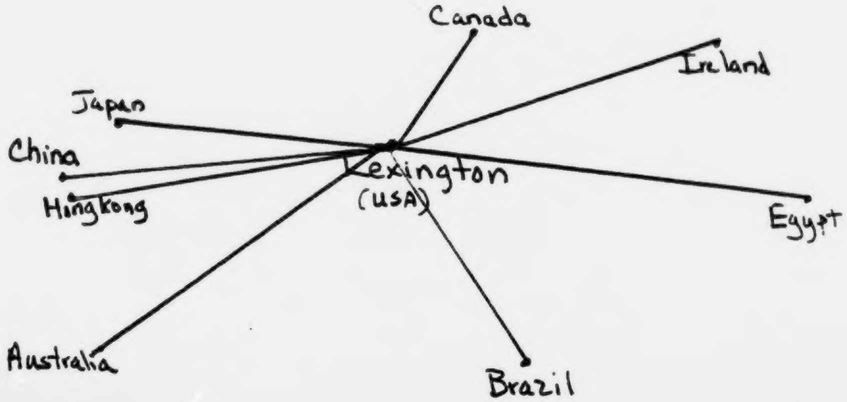
CONNECTIONS

contributed by Angene Wilson, University of Kentucky, who has used the idea with children, young people, and adults as a global education "starter."

Objective: To challenge people to discover the many ways in which they are connected to other parts of the world and to begin to think about the ramifications of those connections.

Procedure: Put a dot in the middle of the chalk board to represent the place of the discussion. (i.e., Lexington) Ask the audience to imagine a world map. Then ask people to brainstorm about connections and draw lines from the dot to approximate locations. Consider background of audience/class when asking questions to stimulate brainstorming. Suggest what people eat, wear, drive. (Younger children especially enjoy checking labels on clothing and school supplies.) Make business connections such as exports/imports, multinational corporations. Ask for people connections: relatives/ancestors (the "roots" connection), friends, Peace Corps and army, missionaries, pen pals, exchange students. Be sure Canada and Mexico are not forgotten. Encourage connections to all continents. Get participation from everyone in audience/class.

Debrief and analyze exercise by asking audience to make generalizations about their community's connections and then wonder why. An example might be: Our community has more connections with Japan than any other nation. Analysis: What are reasons for the strong connections with Japan? In what ways are the connections considered beneficial, in what ways a problem? Another example: Our diet depends on the rest of the world. Analysis: How well do people in Honduras eat if they are exporting beef for our hamburgers? What happened to jobs in Chile during the cyanide in grapes incident?



THE WORLD SAYS WELCOME!

contributed by Patricia Newton
Director, International Studies Magnet School

Level: any

Objectives:
To demonstrate diversity of languages and need for language study (Secondary level) Students should see similarities within language families and apply their foreign language skills to try to "figure out"

Time: 15-20 minutes in class

Procedure:
Either a talented student or the teacher can make a large, colorful copy of the "Welcome" handout

Show students the poster and ask what they think it says. It's possible on any grade level that a student may recognize one or more languages

Tell class that all words say the same thing---"welcome." Discuss languages as a means to communication, and the importance of reading/speaking more than one language.

Follow-up activities may include a) identifying the languages, b) inviting foreign speakers to visit class, c) making class dictionary of non-English words which students know and use.

*Handout is from The World Says "Welcome":
Video package from Monterey Institute of International Studies
425 Van Buren Street
Monterey, CA 93940

VELKOMMEN ① 歡 ② 迎 **BIENVENIDOS** ③

④ ΚΑΛΩΣ ΩΡΙΣΑΤΕ **KARIBU** ⑤ ကြိုဆိုပါ၏ ⑥

⑦ ยินดีต้อนรับ **BEM** ⑧ **-VINDOS** MALOLELEI ⑨

⑩ **AFIO MAI** ברוכים הבאים ⑪

⑫ स्वागतम् **VÄLKOMMEN** ⑬ ආයුබෝවන් ⑭

⑮ **HOŞ GELDİNİZ** 欢 ⑯ 迎 **BENVINGUTS** ⑰

⑱ BENVENUTI **SIYANIBINGELELA** ⑲

⑳ **WILLKOMMEN** DOBRO NAM DOŠLI ㉑

㉒ ༄ བྱོན་པ་ལེགས་སོ།། **BINE AȚI** ㉓ **VENIT WELKOM** ㉔

㉕ **SELAMAT DATANG** 환 ㉖ 영 **MERHBA** ㉗

㉘ **MIPELA WELKAM YUPELA** সুআগমন ㉙

㉚ VELKOMIN स्वागत ㉛ **TONGA SOA** ㉜

㉝ **TERVETULOA** BIENV ㉞ ENUE 歡 迎 ㉟

㊱ أهلا وسهلا **MALIGAYANG** ㊲ **PAGDATING**

㊳ ДОБРО ПОЖАЛОВАТЬ خوش آمدید ㊴

GLOBAL ABC'S

H. Thomas Collins, Consultant in Global Education, Washington, D. C.
Teaching Strategy contributed by Frankie Daniel

Note: Tom Collins conducted a Global Education Workshop at Carnahan House for Central Kentucky educators several years ago. His poem, "Global ABC"S," became a springboard for my sixth grade classes after that. Teachers at other schools have used it, too, with equal pleasure. The poem is presented for you to use and to devise your own creative methods. One suggested use follows:

Time of year: First weeks of school.
Objective: Students will find their introduction to world studies fun. Students will work in heterogeneous groups and get to know each other. Students will become curious about a variety of countries in the world. Students will become familiar with reference materials and will focus on one country. (Inevitably the students become "possessive" about the assigned country.) Students use art in their work.

Materials: 26 strips of tagboard , approximately 16 x 4 inches.
Markers, colored pencils, crayons
Reference books, travel folders, travel books
Maps posted all around the classroom

Procedure: To facilitate time, teacher prepares in advance tagboard strips, writes with colored marker one line from the poem on each strip (omit the "and" between lines)
Class time: Read the poem to the class. Do not tell where the countries may be found. Then tell students that they will work in pairs to fill in information about a certain country. (If you have more than one class, the 26 will serve nearly two classes. If you teach only one class, give each pair of students two strips.) Some of the countries may not be familiar to the students. It is fun to challenge certain students with Oman or Qatar.

Students are to illustrate the borders of the strips with colorful pictures and information. At least four things must be on each strip, but encourage more. 1) flag 2) famous landmarks 3)outline of the shape of the country with capital noted with a star 4) food found in country 5)language phrase or special alphabet of the country 6)clothing 7)statistics box 8)people (We had a super strip with the Great Wall of China traveling from corner to corner; another had Mt. Fuji rising from behind the writing. For "xenophobia"...fear of strangers...I suggest a series of children holding hands similar to the illustration on the poem handout.)
Post strips in alphabetical order and leave up most of the year. Refer to them often during current events or units of study.

GLOBAL ABC'S

A is for Australia the "Down Under" land,
and
B is for Botswana just north of The Rand;

C is for China the one with The Wall,
and
D is for Denmark Jutland Peninsula and all;

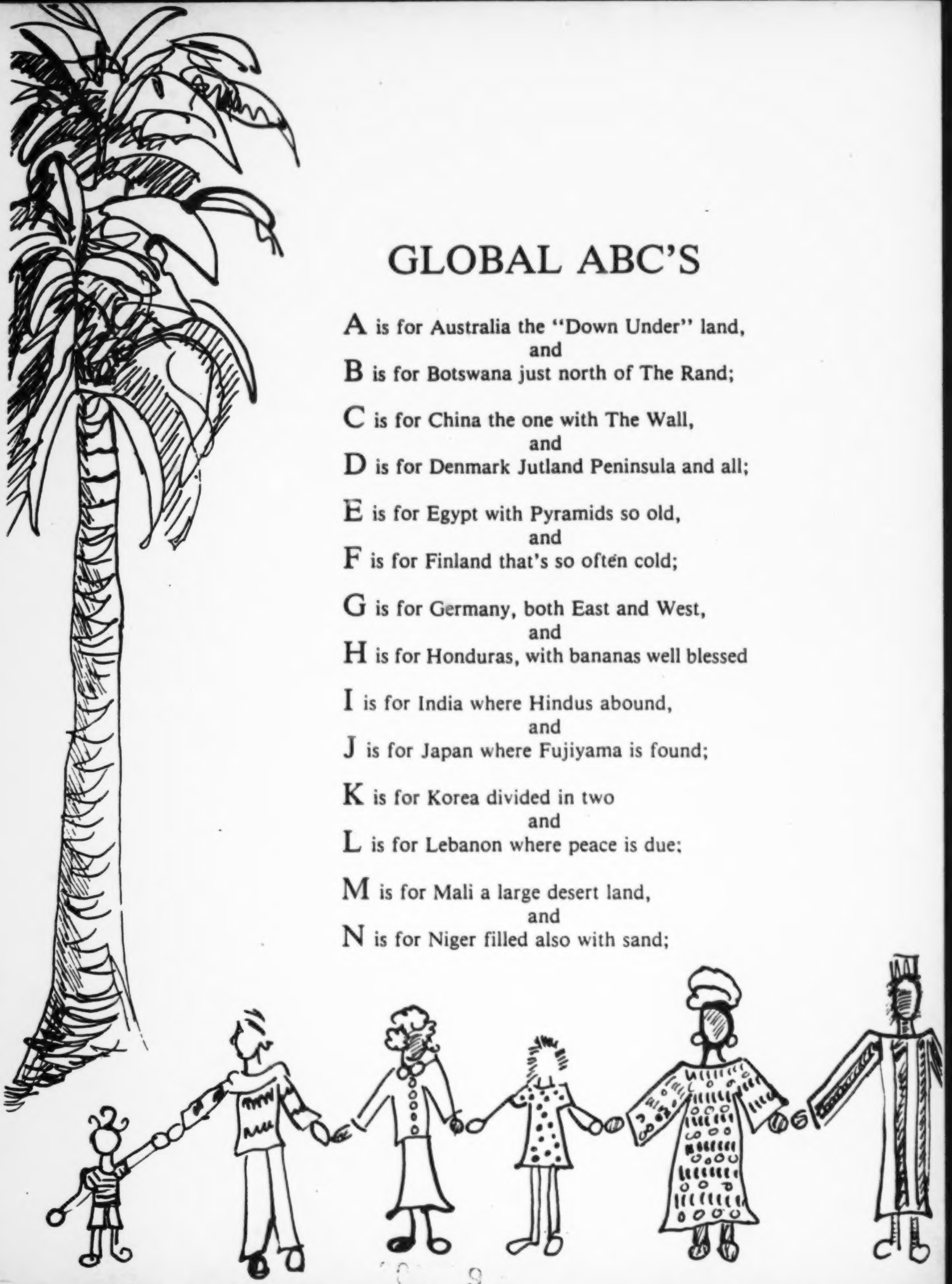
E is for Egypt with Pyramids so old,
and
F is for Finland that's so often cold;

G is for Germany, both East and West,
and
H is for Honduras, with bananas well blessed

I is for India where Hindus abound,
and
J is for Japan where Fujiyama is found;

K is for Korea divided in two
and
L is for Lebanon where peace is due;

M is for Mali a large desert land,
and
N is for Niger filled also with sand;



O is for Oman so hot and dry,
and
P is for Peru so much which is high;

Q is for Qatar whose oil is a resource,
and
R is for Rawanda the Nile River's source;

S is for Somalia at Africa's 'beak',
and
T is for Tanzania where Swahili they speak;

U is for the USSR the largest of all,
and
V is for Vatican City which is small;

W is for Western Samoa where Robert Louis
Stevenson lies buried,
and
X is for Xenophobia which we hope is also
buried;

Y is for Yugoslavia on the Adriatic Sea,
and
Z is for Zimbabwe, finally free.

H. THOMAS COLLINS

H. Thomas Collins is a consultant in global education for the National Association of Elementary School Principals

COMMUNICATIONS SCAVENGER HUNT

contributed by Patricia Newton
Director, International Studies Magnet School

Level: any

Objectives:
To learn to distingush the meaning of different non-verbal messages (facial expressions, body language)
To cooperate with other people better because of this ability

Materials: Old magazines, glue , paper or bulletin board, stapler

Time: 2 class periods (one hour to do, one hour to discuss)

Procedure: 1) Discuss non-verbal messages before and/or after student collection of pictures. This activity is fun!
2) Hold up the pictures and "guess" the messages. Discuss the clues.

COMMUNICATIONS SCAVENGER HUNT

Find one picture representing each of these non-verbal messages. Avoid pictures with too many objects which could be visual clues. Let the people be the communicating part of the picture. Each picture must be at least 5x7" and must be mounted separately WITHOUT CAPTIONS. Assemble loosely in a folder. No staples or other fasteners, please.

1. I am happy.
2. I am afraid.
3. I am surprised.
4. I am angry.
5. I am disgusted.
6. I am sad.
7. I am the boss.
8. I am playing.
9. I am not the boss.
10. I own this, or This belongs to me.
12. I'm concentrating.
13. I'm thinking.
14. I'm trying to control myself and my emotions.
15. I'm nervous.

COMMUNICATIONS JARGON ACTIVITY

contributed by Patricia Newton
Director, International Studies Magnet School

Level: Upper elementary, middle, high

Objectives:
To recognize that there are many levels of language used everyday
To distinguish between formal and informal language
To appreciate cultural diversity without being judgmental
To reinforce language arts and vocabulary skills
To learn to recognize and appreciate Kentucky as diverse in population*

Materials: news or magazine clippings, videotapes, audio tapes or radio shows, etc.

Time: 2 class periods (one hour to do, one hour to discuss)

Procedure: Identify cultural groups among your students. Begin by having each do a vocabulary list or dictionary of words which fit the definition of jargon.** Have students role-play an imaginary conversation using culturally specific vocabulary. Let them write short stories with their words. Read these out loud. The applications are endless.

*See activity below for example of this for a high school class. These are terms relevant to tobacco agriculture in Kentucky.
** ski, basketball, football, or any sports jargon; computer, teen-age slang, etc.

JARGON

1) Define the following terms familiar to members of one job area but not necessarily to all Americans. (Teachers, see note * above.)

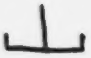
1.lugs
2. tips
3. spear
4. cut
5. house
6. grade
7. strip
8. bed
9. Remay cloth
10. in case

2) Select an American subculture about which you know something and compile a Jargon Dictionary of at least 20 terms. Dictionaries, by definition, include the meanings and are alphabetical. If time, make it a pictorial dictionary, too.

3) Write a short story using all of your jargon!

Chinese Bingo

Do you know .... Name:

ONE OF THE TWO COUNTRIES THAT BORDER CHINA TO THE NORTH? ①	ONE OF TWO MAJOR CHINESE CROPS? ②	THE CAPITAL OF CHINA? ③
THE TWO COLORS OF THE CHINESE FLAG? ④	A COUNTRY ON CHINA'S WESTERN BORDER? ⑤	ONE OF THREE MAIN NATURAL RESOURCES IN CHINA? ⑥
NUMBER OF PROVINCES IN CHINA? ⑦	THE LENGTH OF THE GREAT WALL? ⑧	WHAT PANDA BEARS EAT? ⑨
ONE OF THE TWO LONGEST RIVERS IN CHINA? ⑩	CHINA'S POPULATION? ⑪	WHAT THIS CHARACTER  REPRESENTS? (also a major geographic feature) ⑫

Key

① USSR
Mongolia

② rice
wheat

③ Beijing

④ red/gold

⑤ Pakistan

⑥ iron
oil
coal

⑦ 30

⑧ 1500 mi.
(6700 km)

⑨ leaves - young Bamboo plants

⑩ Yellow
Yangtze

⑪ 1 Billion

⑫ mountain

(M. Drake)(1989)

WELCOME TO MAMA ROSA'S RISTORANTE

A Visit to Annette Rose's Kindergarten Class
Ashland Elementary School's International Fair
Tour Guide: Frankie Daniel

Time: St. Patrick's Day, 1989
Place: That boot-shaped peninsula: Italy
What to Bring: Passport and comfortable shoes for a walking tour of the cities of Italy . . . Kindergarten style!

Tourists are invited to "Mama Rosa's Ristorante" to see the culmination of a month of activities designed especially for kindergartners to "experience Italy." This has been done with stations that follow the theme of the major cities of Italy.

FIRST STOP: "Welcome to Italy" banner in the hall. The large letters are filled in with colored, dried pasta. The door is covered with a map of Italy.

SECOND STOP: FLORENCE (Firenze) - A bulletin board is the Pitti Palace filled with "renaissance art" ---4x4 watercolors done by each student and handframed with gold-painted popsicle sticks. Each masterpiece has been given its own original title by the artist. Students are familiar with the names of Michelangelo and da Vinci. On the floor by the Pitti Palace contemporary sidewalk artists are at work creating more art with colored chalk on brown butcher paper.

THIRD STOP: ROME (Roma)- St. Peter's Church replaces the housekeeping center. Three choir-robed kindergartners tell us that St. Peter's is the largest church in the world. They also are proud of their stained-glass windows (floor-to-ceiling black paper with colored tissue paper applied with starch to white paper filling from the back the cut-out designs in the black); a box for a pew; an altar with candles and a Bible; Christmas cards for more decorations; and a large student-made cross covered with silver, gold and red glitter. It is obvious that role-playing has been part of this activity.

FOURTH STOP: MILAN (Milano)- A mustached five-year-old welcomes us to his toy store which is full of 50 Pinocchio puppets! The well-known story has formed the literature component of this unit and the cut and paste Pinocchio puppets are for sale but customers must have lire! (yes, the students know about Italian money.)

FIFTH STOP: The Hillsides of Italy: A grape arbor fills the science corner. Wooden lattice fencing, purchased from a lumber store, is suspended from the ceiling. Hanging from it are trailing green vines (paper) with dozens of bunches of (paper) purple grapes. We see bottles of grape juice to show what we get from grapes. Nearby, a tiny kerchiefed signorina holds a basket of plastic olives. Behind her is the class's olive tree: full of black tissue wadded up and glued to a large paper tree.

SIXTH STOP: VENICE (Venezia) - What atmosphere! Background music, the class's large wooden rocking boat (gondola) with gondoliers wearing striped shirts and straw hats, and a light blue bulletin board paper backdrop covering a long bookshelf. This water backdrop (with arched brown bridges) is covered with student made paper gondolas. But the real atmosphere is above the bridge. A large crayoned mural pictures the facade of Venetian apartments (windows) and is complete with the ubiquitous clotheslines. Traced "clothing" made from wallpaper scraps hangs from these lines!

SEVENTH STOP: PISA - Another bulletin board shows off a 3-D poster board leaning tower.(Teacher made) Beneath the tower is a student-made city of free hand cut out shops and buildings.

EIGHTH STOP: SIENA- Two guards in armor protect the chalkboard that displays the family shields for "Palio," the famous horse race in Siena. Each student has made a shield with the sections showing a self portrait, a favorite color, initials, and favorite activity. Large silk banners complete the colorful decorations.

NINTH STOP: MUSEUM OF ARTIFACTS- lace, leather, silk, silver, art, alabaster eggs, mosaic frames, post cards.

TENTH STOP: MAMA ROSA'S RISTORANTE- Class tables are covered with checked table cloths or checked mats. Flowers and candles are in the center. The "special" for the day is "breadsticks" and we have been smelling them since we entered! Three parents, at the toaster ovens, are assisting by baking thumb-sized breadsticks from Kroger's canned bread dough. The final touch is a tiny red/white/green flag on a toothpick in each breadstick. They are served from straw baskets.

FAREWELL: We bid farewell to Italy as the kindergartners sing "Three White Gulls" (from the record "Making Music Your Own," Silver Burdett). The gulls that they have made hang from the ceiling of "Mama Rosa's Ristorante." Arrivederci....Good-bye!

ITALIAN LEARNING GAMES

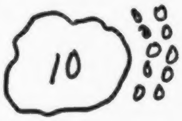
made by Annette Rose to integrate with the Italian theme

1. Gondolas - numbered (put in order)

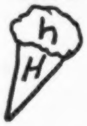
2. Pasta- various shapes of pasta are bagged and used for classification

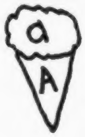
3. Money - American coins and Italian lire are bagged and used for classification.

4. Grape leaves - large green grape leaves are numbered and purple beads are bagged to use for counting onto the leaves



5. Gelato - (ice cream)- cones have upper case letters and ice cream balls have lower case letters. Matching.





6. Leaning Towers of Pisa - set of towers in various sizes to order from large to small

7. Map of Italy - outline map of Italy on poster with cut up pieces to place jig-saw puzzle style on the map

8. Word envelopes - Italy, cathedral, lira, olive, grape, etc. cut up words placed in an envelope with the word spelled on the outside of the envelope. Students match the letters and spell/read the word .

MISS RUMPHIUS UNVEILS THE WORLD
A Social Studies and Children's Literature Activity
developed and contributed by Karen Brumfield
Student Teacher, Lansdowne Elementary School

Level: primary grades
Materials: Miss Rumphius by Barbara Cooney
A Peter's Projection map (world map)
seashells
photographs, illustrations, or books of mountains, oceans, deserts, forests
writing paper, pencils

Objectives: Students will listen to the story and then use the story and the world map to associate places Miss Rumphius could have gone. Students will use the story to create their own story about how they would make the world more beautiful.

Procedure: Read the entire story to the students, either in a reading circle or as a class.
Go back to page one and ask, "Where did Alice live with her grandfather?"(by the sea) Show the world map and ask "Where are some places where she could have lived?" (on the coast) Have some students point to places by the sea on the world map.
Ask: "What were the two things she said she wanted to do when she grew up?" (This gets the students ready to discuss the places she visited.)
Respond, "She wanted to go to faraway places and then live by the sea when she grew old. So let's talk about some of the faraway places she could have visited."
Discuss places she visited and have children locate places on the map. Discuss characteristics of each of these. Show pictures as you talk.
A. tropical island: "Where are some tropical islands in the world that she could have visited?"
B. tall mountains: Rockies, Alps, Andes, Himalayas
C. jungles: Central America, Africa, Southeast Asia
D. deserts: Southwestern U.S.- Arizona, New Mexico, - Sahara, Australian

Continue through the book to the part about the camel. Where could the camel have lived? (desert) Why? Locate on the map. Where could she have lived by the sea? Show seashells.
Discuss the people that she meets in the countries. "How did she make the world more beautiful?" (planted lupines) Ask students why we should make the world more beautiful.
Culminating Activity: Students write how they would make the world more beautiful and illustrate their stories. (Some suggest no litter, more trees and flowers, etc.)

PATA-PATA: A MODERN AFRICAN DANCE

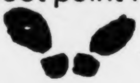
contributed by Midgie Davis who obtained this lesson at a workshop at Georgetown College. Original source is unknown.

Level: elementary

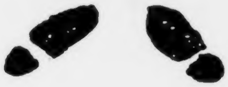
Materials: Record, Reprise records "Pata-Pata" and "Malagisha". Catalogue #OP7500. Warner Special Products

Objectives: To develop an appreciation for multicultural music and movement. To encourage following directions, to develop sequencing, and to promote comprehension and interpretation of different dances.

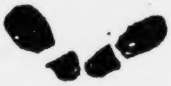
Procedure:
.1. Touch right foot sideward right, return to place, weight on right.
Touch left foot sideward left, return to place, weight on both feet.
2. With weight on heels, swing toes out. Toes on left foot pointing left and toes on right foot point right with heels still together.



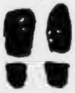
Place weight on toes and swing heels out in like manner.



Reverse swinging heels in



Toes in



3. Kick right foot forward, then put weight on right toe, then back on left foot. Saying "kick-ball-change" or "kick toe step." This is done three times in all, making a quarter turn to the right. Repeat whole dance facing right, then back to left, then front again, etc.

4. On the toe-heel section the arms are bent at elbows, palms forward, arms forward. The palms move with windshield wiper movement. (Note that in teaching the arm movement, start the arms moving then have students say "toes, heels, heels, toes" as the arms are still going.) Repeat several times beginning with arms, then adding the words, then adding the movement of the feet.

EDUCATION IN JAPAN

written by Connie Hokanson
Modern Japan: An Idea Book for K - 12 Teachers, p. 93
field tested and contributed by Wendy Roark, Southern Elementary

Level: upper elementary or junior high
Objectives:
The student will gain knowledge about the educational system in Japan.
The student will compare and contrast it to the American system.
The students will develop listening and recall skills.

Materials: Description of Japanese education.
Chart to compare similarities and differences between American education and Japanese education.
Time: 40-50 minutes
Procedure: Read description of Japanese educational system to class.
Ask students to complete the comparison chart.
Discuss completed charts.
Use answers from the charts as a basis for debating the merits of the two systems.

EDUCATION IN JAPAN

Today we are going to talk about education in Japan. I want you to listen carefully because when we are finished, I will be asking you to list ways education is the same in Japan as in the United States and ways it is different.

Education is very important to the Japanese. Almost 100% of the people in Japan are able to read and write. The groupings within the educational system are very similar to ours with 1 to 3 years of kindergarten, 6 years of elementary, 3 years of junior high or middle school, 3 years of high school and 4 years of university.

The school day for elementary children usually begins at 8:30 and ends at 3:00. During the course of the week the children will study Japanese language, social studies, math, science, music, art, home economics, physical education and moral education. Children in Japn enjoy recess just as American children do. Hot lunches are prepared in the school kitchen, but in most schools each class eats in its own room, not in a school lunchroom. The children take turns serving lunch to their classmates and they also help clean their classrooms at the end of the day. In most schools, the students wear uniforms and badges which tell their name, class, and school.

Classes in Japan often take trips to museums and historical sites. Sometimes these field trips can last as long as a week. The students often stay in traditional Japanese inns, where they will sleep on the floor on tatami mats and thin mattresses call futon.

The Japanese school year begins on April 1 and ends on March 31 of the following year. There are "semesters": April to July, September to December, and January to March. There are 6 weeks of vacation in July and August, 2 weeks around the new year, and 2 to 3 weeks in the spring after the annual exams. One major difference between Japanese and American schools is the length of the school year. Japanese children attend school on Saturday mornings, as well as Monday through Friday, and also have shorter vacations, so they attend school 240 to 250 days a year as opposed to our 180 days.

Junior highs and high schools in Japan are similar to those in the United States. The students take many of the same classes as Americans do, and most of them study English. Many of them study English from seventh grade through twelfth grade. High school students take difficult examinations in their senior year in order to get into the various universities. There is a great deal of competition and those who wish to continue their education at good schools must study very hard.

Now, I am going to give you a chart on which I want you to list some of the similarities and differences you have picked out. When everyone is finished, we will discuss your papers.

POSSIBLE DISCUSSION QUESTIONS

I. What did you see or hear in the presentation that you would like to see added to the education system here in the U.S.?

2. What did you see or hear which you would not like?

3. What are the advantages/disadvantages of the two systems?

4. What would be the economic implications of summer-related industries if our school calendar were like that in Japan?

Note from Wendy Roark:"This lesson was wonderful for my fourth grade. We really got in an interesting discussion and it truly was a global experience!"

EDUCATION IN JAPAN STUDENT WORKSHEET

Name________________________

Date________________________

Comparison Chart of Japanese and American Education

Directions: On the chart below fill in at least 4 things you learned about Japanese education that were the same as the way we do things here. In the second column of the chart list at least 4 things which were different. When you finish the chart, please answer the questions at the bottom.

Similarities in Educational System	Differences in Educational System
1.______________________________	1.______________________________
________________________________	________________________________
________________________________	________________________________
2.______________________________	2.______________________________
________________________________	________________________________
________________________________	________________________________
3.______________________________	3.______________________________
________________________________	________________________________
________________________________	________________________________
4.______________________________	4.______________________________
________________________________	________________________________
________________________________	________________________________

1. What did you see or hear in the presentation that you would like to see added to the education system here in the United States?____________________

____

2. What did you see or hear which you wouldn't like?____________________

____

AFRICAN ALMANAC SEARCH

contributed by Royce Burke, Glendover Elementary School

Level: middle school

Objective: The student will locate a country in Africa, research data using an almanac, and then compare these statistics with similar data for the United States.

The student will: understand one use for the almanac; meanings for certain terms (such as literacy, mortality, etc.); gain an appreciation of life as an American; analyze connections (cause/effect) between data such as number of doctors and life expectancy or number of students in school - literacy rate - number of industries, and gross national product; learn a place name in Africa.

Procedure:1) Each student is assigned one country in Africa, or more if you wish. (I usually give 2 to each student and people who want extra credit take another from the remaining countries).
2) On a map ditto, students shade in the assigned country.
3) Using the almanac, the chart is filled in.
4) Students then glue the map and the chart to a large sheet of construction paper.
5) Class discusses the terms and information. Give out the U.S. chart to use as a comparison for the discussion.
6) Finished posters can be placed on display.

Related activities:

Compare the size of Kentucky to the assigned African country.
Show a film on health care in Zaire (film available from Media Services)
Do a salt/flour map of the assigned country and read about its culture.

The following are U.S. statistics as compiled by Royce Burke. Put on a form similar to the one that follows. Assign a student to update this:

Population: (1980 census) -223,504,825
Population density -64.0 per sq. mi.
% urban -(1980)- 79.2%
Area in sq.mi.-3,615,105
Literacy rate- 99%
Religions -all
Language -English
Per capita income -(1978)-$8,612
Teachers per 1,000- 43
Life expectancy (1980)-male:69.8 yr. female:77.5 yr.
# doctors per 100,000 pop. (1977)-176
Infant mortality rate per 1,000 live births (1977)-14
# cars in use - (1979) 120,000,000
TV's in use-(1978) 150,000,000
# telephones in use (1980) 182,000,000
Gross national product (1989) $2,626,100,000,000
Population in school (ages 5-19) 85%

ALMANAC SEARCH CHART

NAME OF COUNTRY:____________________ Your name:___________

POPULATION:(   )____________________

POPULATION DENSITY: (   )____________________

% URBAN(   )_________________

LANGUAGE:__________________

RELIGIONS:___________________________________

AREA IN SQ. MI.________________

INDUSTRIES____

CHIEF CROPS:____

MINERALS:____

PER CAPITA INCOME(   )__________________________________

LIFE EXPECTANCY (   ) MALE:_____________FEMALE:______________

# OF DOCTORS PER 100,000 POP. (   )___________________

LITERACY (able to read) RATE________________

# OF CARS IN USE (   )______________# OF TV'S:________________

#OF TELEPHONES IN USE (   )______________

TEACHERS PER 1,000______________POPULATION 5-19 IN SCHOOL___%

GROSS NATIONAL PRODUCT (GPA) (   )_______________________

IMPORTS(   )___________________ EXPORTS____________________

ARCHAEOLOGICAL SEARCH

contributed by Grant Southworth, Morton Junior High

Level: Intermediate grades and Middle School
Time: 2 class periods

Objective: To provide an understanding of how things are used in different cultures and how these items influenced different societies.
To provide a forum for inquiry and reasoning skills.

Materials: Approximately 20 to 30 items from different countries, different sections of our state,or areas of the U.S.A. Items can be anything, either a souvenir or home item, but items should be relatively UNFAMILIAR to students. (Examples used at Morton are worry beads from Greece, camel whip or fly swatter from Egypt, calabash from Nigeria, amber from Poland, and antiques from Kentucky such as a tobacco knife.)

Procedure:
1. In advance, randomly place items outside on the school grounds. Introduce terms archaeology, archaeologist, and archaeological dig. Indicate that this is an "archaeological search."

2. Prepare students for outside activity. They should bring paper, pencil, and a clipboard for writing.

3. Once outside, allow students to locate items for a few minutes with instructions to leave items in original spots untouched. Then go as a group to each item. Have students write what they think the item is and its use or purpose. Identify the country of origin. Continue until all items have been "discovered." Take up papers at end of discovery part of "dig" or "search."

4. Next day: Return papers to students and conduct a discussion of responses. Have students compare initial lists with actual identification. What gave them clues to the item's use or its country of origin? Emphasize the importance of each item. Locate on a map the country of origin. Why would the item be useful in some countries and perhaps not in others? Discuss the "global" importance of the item and how it might have been adopted and used in other countries, if applicable.

Variation: Assign each student one item. Research its use and develop a presentation around the item and its "global" importance.

FAVORITE CARS AND INTERNATIONAL CONNECTIONS

developed and contributed by Liz Barrett
Tates Creek Junior High School

Objectives: Students will discover global connections through the world trade of automobiles

Level: Intermediate and middle school

Materials: One telephone book for each group of 4
Class size map or individual world maps for each group

Procedure:

Students should be divided into groups of 4. One student in each group should be asked to bring a local telephone directory.

Have students turn to the automobile sales section of the yellow pages. Have each group write down the names of all the foreign cars they can find. After this activity the teacher should ask for the names they found. Write these on the chalkboard.

Have students within each group try to guess the origin of each of the cars. After a few minutes ask the students for their answers. Write these on the chalkboard. After answers are exhausted, fill in empty spaces or make corrections for each car manufacturer.

Have each group color their map showing the countries around the world which make the cars sold in their hometown. Have students identify and color the countries on a class size world map.

Follow with discussion questions:

1. Were you surprised at the origins of some of the cars? Which ones?

2. Which country (other than the U.S.) manufactured the most cars?

3. What is your favorite car on the list? Why?

4. Which do you think is the most expensive car?

5. What country do you think exported the most cars to the U.S.?

6. What is the impact of foreign car companies manufacturing cars in the United States? Be specific.

SEARCH FOR JEWELS

developed and contributed by Liz Barrett
Tates Creek Junior High

Objective: Students will demonstrate knowledge of world precious gems and metals
Students will become aware of how local jewelry stores are connected with the world

Materials: Gemstone and precious metals book (example: Simon and Schuster's Guide to Rocks and Minerals
World maps for each group and colored pencils

Procedure:

Divide students into groups of three. This activity may be done in the library if gem stone books are not available in the classroom.

Tell each group that they own a jewelry store in Lexington. There has been a serious shortage of precious metals and gemstones in Lexington. Each group has to search the world for the precious items. Some items they could look for: GOLD SILVER DIAMONDS JADE RUBIES ALEXANDRITE SAPPHIRE EMERALDS (add your own to this list)

Have students make a list of the gems and the countries where they are found. Next, have students transfer that information to a world map ditto. The key or legend should have each gem color-coded and a dot of that color should be placed in each country that has that metal or gemstone.

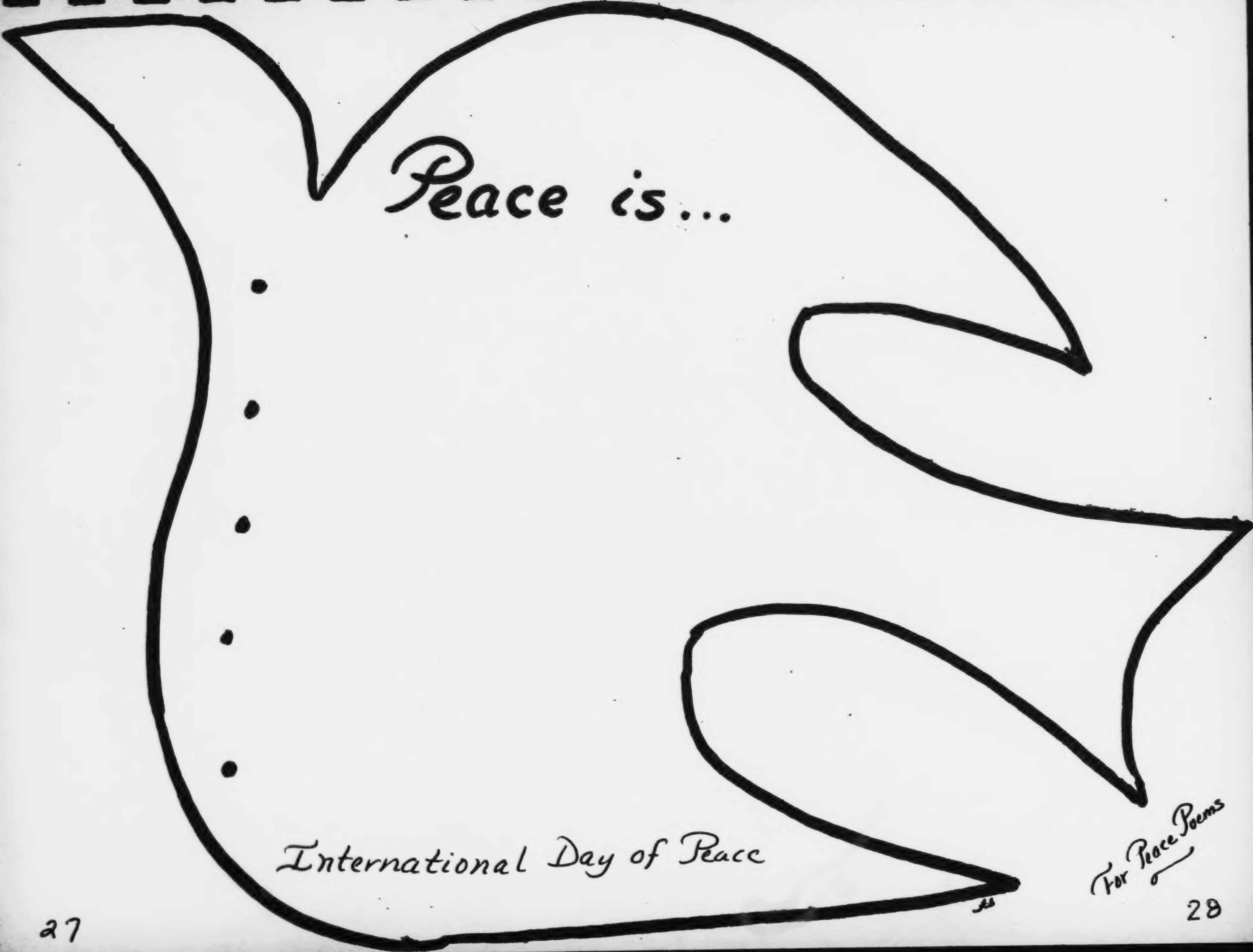
Follow the exercise with discussion questions:

1. What country had the highest concentration of precious gemstones and metals?

2. What country in South America has the greatest number of precious items?

3. Are all of these nations on good terms with the U.S.?

4. If the scarcity of a gemstone makes its price higher, which would be the most expensive gemstone?



Peace is...

International Day of Peace

For Peace Poems

WORLD PEACE PROJECT

contributed by Alyce Emerson, Tates Creek Junior High

Level: Middle School
Objective: Students will come closer to understanding World Peace and will be able to relate it to their lives
Materials: Library resources, music resources, paper
Time: 3 to 5 days

In 1964, Worldwide Peace Day was established by the Worldwide Peace Foundation. It was founded to promote friendship among all peoples and nations. Check your calendar to see when World Peace Day is celebrated.

This activity was designed to give educators ideas and classroom activities on the important theme of peace. It can be taught as a local or international subject. It can be used at various times of the year...not just on World Peace Day.

I. In Social Studies Classes: focus on global awareness and the similarities among people around the world. Stress geography, the making of maps and globes. Identify current world problems, such as hunger, population, poverty, and racism, and how they affect world peace. Have students collect newspaper clippings.

II. Establish Vocabulary Terms:

empathy
justice
cooperation
interdependence
disarmament
dialogue
conflict
resolution
meditation
understanding
awareness
openness
diplomacy

Learn the word PEACE in other languages.

III. Read Peace-related Books:
I) SADAKO and the THOUSAND PAPER CRANES by Eleanor Coerr
2) Books or biographies on Gandhi, Martin Luther King, Mother Teresa

IV Write peace poems, make signs, bumper stickers, posters, mobiles with world peace as a theme.

Role play, write or draw examples of ways YOU can contribute to world peace.

Encourage students to write to Pen Pals in other countries. Encourage ethnic relationships.

V. Sponsor panel discussions:
Topics: Racism...how it can be destructive
 Prejudice..how it can be destructive to families, communities
 How toys can affect attitudes toward war and peace
 How the Golden Rule can be used to promote peace in the world
 How does the media treat the issue of peace - positive and negative effects of media (TV, movies, newspapers)
 Have the Olympic Games helped or not helped to achieve peace

VI. Encourage Jr/Middle students to become Peace Pals or Peace Buddies with an elementary class/classes. They could read stories to the children, have a picnic with them, or share a special bond of friendship.
VII. Allow students to create music on peace with lyrics written by students. Learn to sing international folk songs.
VIII. Have students compile a Peace Notebook (see outline)
IX. Send up messages in balloons. Plant a garden or tree for peace.
X. Have students study Hiroshima and Nagasaki. Teach origami and make paper cranes. Incorporate this with Sadako's story.
Suggest that students make a Video on Peace.

PEACE QUOTATIONS

"An informed democracy will behave in a responsible manner." Thomas Jefferson

"Peace cannot be kept by force, it can only be achieved by understanding." Albert Einstein.

"Mankind must put an end to war, or war will put an end to mankind." John F. Kennedy

"If we are to reach real peace in this world, we shall have to begin with the children." Mahatmas Gandhi

"True peace is not merely the absence of tension; it is the presence of justice." Martin Luther King, Jr.

"We must change our age-old loyalties so that we don't fight and die for the things we value, but live and work for them. If we can do this, then the journey ahead of man is incredibly more magnificent than the journey which led us from the Stone Age into the present." Margaret Mead

PEACE NOTEBOOK

Name__________________

Peace Day:________

Hour__________________

In celebration of World Peace Day, we will compile a Peace Notebook. Your Peace Notebook is due:_____________.

1. Design a creative cover for the front or front page of your notebook.

2. Write a one page personal essay of what you think "Peace" means to you, your country, your future, etc.

3. Choose 2 of the following Nobel Prize Winners from the list below. Write a 2 page report (front only, typed or in blue or black ink) on each one.

Mother Teresa
Desmond Tutu
Menachem Begin
Andrei D. Sakharov
Albert Schweitzer
Jane Addams
Martin L. King, Jr.
Lester Pearson
Jean Henri Dunant
Theodore Roosevelt
Ernesto T. Moneta
Woodrow Wilson
Ralph Bunche
Leon Jouhaux
UNICEF

You may also want to choose a current peace issue (check with your teacher first)

4. Illustrations - 2 pictures/drawings (one per report)

5. All work should be neat and well organized. The notebook is worth 100 points.

HINDU AND ISLAM---DEBATING ISSUES

contributed by John Moore, Southern Junior High School

Level: Middle and High School
Time: Two class periods

Purpose: It is clear that religion can be viewed as one of the major institutions in our world today. A good example of this fact is the established presence of the Hindu and Islamic religions in India. Both of these doctrines hold claim to be factors in shaping and influencing daily way of life among the vast majority of the population of the "subcontinent." The purpose of this strategy is to allow students an opportunity to obtain knowledge concerning India's major religions and to point out some of the impact these religions have on Indian society today.

Materials: 1. Handout: "The Weekly Debate Column" from The Doon School Weekly.
2. Readings from textbooks and/or other sources pertaining to Islam and Hinduism.

Procedure:

1) Spark ideas by providing students with information (on blackboard) on two of India's major religions. Some ideas could include:

...Pakistan and Bangladesh (formerly East Pakistan) split from India because of problems between Hindu and Islamic religions.

...Sikhs represent a religious group in India that supports some ideas of both Islamic and Hindu religions.

...Hinduism was founded in India by the Aryans during l500 B.C.

...Islam came to India by the Arabians in 8th century, the Turks in the 12th century, and Turk-Afghans in the 16th century.

2) Have students read handout "Weekly Debate Column." Be sure students are aware that the handout is a good example of a primary source. It should be mentioned that Prime Minister Rajib Gandhi is a graduate of The Doon School, which is a prep school in Dehra Dun, India. (school newspaper)

3) After reading article, a variety of activities can be implemented.
   A. Set up a panel discussion representing both authors of the Column.
   B. Have students list facts and opinions inboth writings.
   C. Have students create a compromise/solution to the debate.

Handout: Hindu and Islam... Debating Issues

The Weekly Debate Column

Should Beef be Served in School?

YES!

A few days ago, in a mess committee meeting, I proposed that we should consider serving beef in the dining hall. The suggestion was met with a simple answer—"It is against our school's policy". Naturally, no more was said as the arguement was politely stubbed out.

Alberuni, a famous historian, writes in one of his renowned books, that many years ago there was a famine in North-India and the people began to mercilessly kill cows to survive. The Brahmins were afraid that soon no more cows would be left and that they would not be able to get milk or anyother dairy products avalable then. Therefore, they put a taboo an killing cows and began to refer to them as 'guy mata' (mother cow). The cows survived the slaughter and today proceed to cause traffic-jams and railway accidents.

Religion is a very important part of the lives of many people. In the world, as it is today, individuals worship their Gods and Goddesses separately. India is a secular nation. On particular roads, we may stumble across a mosque, a temple as well as a church. These houses of worship, each exist in perfect harmony abutting each other. Because India is a secular nation does not mean that we should not worship our separate Gods. In the same way, because our school policy is one of secularism, it does not mean we should abstain from meat or pork but, we should each be able to eat what we wish as long as we do not impose it on each other. Tolerance is what we should aim-at not tolerance by holding back but, tolerance by doing what we wish side by side. After all a pain in the head should not drive us to cut our head off!

Beef and pork are both very nourishing meats. Indians are a weakly built lot by nature and I tend to attribute this frality to an unnutitrive diet. More than half our population is starving and yet, unproductive cows roam the countryside causing railway disasters.

We have for too many years held back on this very important subject. It is time we begin to give it some thought and not shut it up as taboo. We must be more receptive to change. Only then can we pride ourselves an being truly secular.

Vijay Prashad

NO!

None of us have any great love for the placid, bovine beasts that roam our streets. When it comes, however, to the question of serving beef in school, my answer is in the negative. It is not prompted by religious fanaticism (if it was, I would be writing the 'Yes' column), or a stolid, unthinking morality.

Sheer logic says that to serve beef in school would be bad economics, result in unpalatable cuisine, and be contrary to our school's principles.

The argument used in the opposing debate can be summed up in a sentence.

'Secularism is a good steak'.

I think not. India is a plethora of religions, different faiths that co-exist, and have been doing so for innumerable centuries. In school, we have Kashmiri Brahmins and Bengali Muslims sitting down happily side by side and tucking into their mutton or paneer. Introduce beef, and watch one poor fellow's stomach churn as his friend tucks into a nice rare steak. When the night for suckling pig arrives, his friend is not going to feel to happy, either. Secularism is tolerance all right-but not at the cost of disregarding peoples religious sentiments.

Our school is secular, and also wants everybody to be equal. By forgoing beef and pork, we have everybody eating the same thing. If the argument is religious tolerance, I demand that I should be allowed to dress in a sherwani, and have a holiday on Friday! We all have to sacrifice a little for our school to remain totally classless—in this case roast beef, bacon and ham. We do need a restrained tolerance–the line has to be drawn somewhere. Otherwise, this idea of tolerance could be extended beyond beef to legalising L.S.D!

Economics and religion mingle,—the opportunity cost of serving beef, in terms of ethics, is frightening. We are living in Uttar Pradesh, the heart of 'we-don't-eat beef' country. Just getting hold of enough meat to feed the boys will be an enormous problem. After buying the meat, who is going to cook it?

Once we start serving beef, pork will follow. And then comes kosher food, lobsters, seaweed and Buddhist dandelion cupcakes.

I think we should stick to "mutton-do-piaza".

Aminuddin Ahmad

From The Doon School Weekly (April 28 1984)
Dehra Dun - 248001, India

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D. Students could list terms, geographical locations, and names mentioned in the writings. They could further apply such terms, etc. as they coincide with the student's study of India.

E. Have students do research on other significant religions in India. Also compare and contrast these religions with both Hindu and Islam.

F. Students should be able to write an essay concerning issues that would make the "Debate Column" in American school newspapers today.

G. Students could identify one result of British rule over India by realizing that the column is written in the English language.

Note from John Moore:

"I was fortunate to obtain a couple of issues of an Indian school newspaper from Munish Medhra. Munish was my partner in the International Classroom program three years ago. I have been very successful in using this strategy with seventh graders. Some activities are more suitable for gifted or high school students."

MATHEMATICS AND APARTHEID IN SOUTH AFRICA

Author Steven L. Lamy

Comparative World Issues for Grades 1-12 , Pages 35-36, 161-163

Field tested and contributed by Beth Randolph

Level: Fifth through Eighth Grade

Objectives:

1) Students will understand what is meant by the term, percentage.
2) Students will be able to calculate, using a calculator, what percentage a part is to a whole.
3) Students will be able to calculate the amount of a number when given the percent.
4) Students will understand that blacks are not given the same opportunities and privileges as whites in South Africa.

Materials:

-Slips of paper designating the students' color (ie. black or white)
-yardstick
-masking tape
-ditto of questions and facts on population
-calculators

Time: 60 minutes

Procedures:

1) Place the word, percentage, on the board.

Questions: Who hears this word almost daily?
Where do you see it frequently?
(Possible Answers: Grades on papers, sales in department stores, newspapers or television news giving statistics about how people might vote, etc...)
What does percentage mean?

2) Place the definition of the word on board. Explain how to find the percentage of a number.

Definition: The part of a whole expressed in terms of hundredths.

Example: If you had a page with 20 problems on it and you got 18 of them correct, you could calculate your percentage on your paper by:

A. Making it a fraction.

18 —> number of problems correct
—
20 —> total number of problems in assignment

Explain that fractions are nothing more than division problems.

B. Type problem into calculator. The problem is 18 divided by 20. On the calculator, a decimal number is shown.

C. At this point, the decimal number must be turned into a percentage. Look at the first two places past the decimal point to the right. Move these numbers over two places, remove the decimal point and put a percent sign.

D. Practice by giving the students some flashcards of decimal numbers they must turn into percentages.

.13=13%
.76=76%
.92=92%
1.00=100%
.06=6%
.8=80%
.34566666666=35%

E. Practice finding percentages. Remind the students that the first thing they must do is turn the problem into a fraction placing the number of problems correct or pieces they have over the total number of problems or pieces they have.

Examples:

1) Kris went to get pizza the other night with his family. They got a large pizza which was divided into 12 pieces. Kris ate three of those pieces. What percentage of the pizza did he eat?
   3/12 = 3 ÷ 12 = .25= 25%
2) Sarah took a language test the day before last. The test had 60 problems on it. Sarah missed 6 problems. What percentage did she make on the test?
   54/60 = 54 ÷ 60 = .90 = 90%
3) Jack went to the grocery store and bought 2 dozen eggs. On the way home, another car pulled out in front of him and his grocery sack fell off the seat, breaking 18 eggs. What percentage of the eggs broke?
   18/24 = 18 ÷ 24 = .75 = 75%

What percentage did not break?
6/24 = 6 ÷ 24 = .25 = 25%

3) Sometimes, the problem gives the percentage and the total number in our problem. Then we need to find out how many parts make up the percentage we are given. In cases like this, multiplication is the function needed rather than division.

Examples:

1) Jennifer bought a new stereo. She only paid 80% of the original $300 cost. How much did she pay?
80% X $300 = .80 X $300 = $240

2) Avalon scored a 96% on the math quiz which had 25 problems on it. How many problems did she get right?
96% x 25 = .96 X 25 = 24

4) Math problems are not the only places where percentages are used. Let's look at some startling percentages in a country which is frequently in the news. The country we will be looking at is South Africa.

Question: Who can locate South Africa on the map?

5) Explain using handout that there are 22 million people living in South Africa. Have students calculate the percent of blacks and whites living in South Africa. Then calculate the comparable percentages for the number of people that would be in the class.

6) Have students choose from a jar their race, based on the percentages and total number blacks and whites those percentages would be for the class.

7) Explain that 13% pf the land is what the blacks must live on and that 87% of the land is what the white live on.

8) Measure the classroom. Calculate 13% of the room. Whites must measure because they are the educated people. Blacks must place the masking tape to show that area because they do the manual labor in the country.

9) Have the students who were designated black to move into their area. Ask the students questions as they occupy the land on which they can live.

Questions: 1) Why do you think the whites have most of the land? (Make sure the students understand that even though the whites are the minority, they make the laws.)

2) How does this make the students feel? Ask both "black" and "white" students.

3) Since the blacks are the majority of the population, why don't they control the government?

4) How do you suppose the living conditions are for both groups of people?

5) Do you think the conditions in South Africa are fair?

6) What can be done about the situation?

MATHEMATICS AND APARTHEID IN SOUTH AFRICA

In South Africa, 13 percent of the territory has been set aside as homelands for 18 million blacks, while the remaining 87 percent is for the country's 4 million whites.

What is the total population of South Africa?

_______ + _______ = __________
black white population

What percent of the people are black?

(black / total population) X 100 = _______% or

(18 / 22) X 100 = _______%

What percent of the people are white?

(white / total population) X 100 = _______% or

(_______ / _______) X 100 = _______%

How many are in our class? _______

What number is the same percent as blacks in our class?

_______ X _______ = _______
class black%

What number is the same percent as whites in our class?

_______ X _______ = _______
class white%

The whites occupy 87 percent of the land.
The blacks occupy 13 percent of the land.

How many square feet are in our classroom?

___________ X ___________ = ___________
length of room width of room total sq. feet

How many square feet is 87 percent?

_______ X .87 = _______
total

How many square feet is 13 percent?

_______ X .13 = _______
total

A KEY TO GEOGRAPHY

developed and contributed by Marge Leinbach
ESL Tutor, Lansdowne Elementary School

Note: This exercise, prepared for 5th grade students with Limited English Proficiency (LEP) who were not able to understand the regular social studies program in the classroom, is valuable for regular classes, too.

Level: Elementary, Middle School
Objective: To identify continents as well as major cities around the world and to make students aware of temperature variations between temperate climates in the Northern and Southern Hemispheres and tropical areas.
Materials: World maps on which each student can locate continents and cities, atlas or wall map of the world, weather reports from the local daily newspaper showing temperatures in major world cities, graph paper (or a prepared graph on which students can record temperature), colored markers.

Procedure:
Part I: Have students located and identify continents, Equator, Tropic of Cancer, Tropic of Capricorn, Northern and Southern Hemispheres

Identify USA; locate Lexington, KY (for LEP students, locate country or countries of students in the class)

Discuss the 4 seasons in temperate climates in N. and S. Hemispheres; compare with temperatures in tropical areas close to Equator; (for LEP students compare 4 seasons in KY with climate in home country)...use wall maps or student maps.

Part 2: Have students locate some (or all) of the cities from "Weather around the World" which appears on the back page of the first section of the Lexington Herald-Leader. (Find cities close to homes of LEP students.) If not all of the cities are used, select some at different latitudes in both hemispheres including one close to the Equator.

At one week intervals, have students record the high (of low) temperatures for the cities. (LEP students recorded temperatures for all of the cities, but one city could be assigned to each child in a classroom...this would require very little time, but would have same result since all cities could be used.) An ideal time to do this would be from September-December, January-March, or March-May. Construct a line graph to record the temperatures of the cities at one week intervals. Make sure all graphs are identical so that results can be compared.

LOOKING AT OUR WELTANSCHAUUNG

Questionnaire by Dick Tillich, Covington Holmes High School
contributed as a class activity by Kitty Stephens
Bryan Station Senior High School

Level: Secondary

Time: Two class periods

Materials: "Weltanschauung" questionnaire (see following pages)

Procedure: Day 1. Give class questionnaire and have them fill it out in class.

Day 2. Discuss in class by going over each question to see there is a class consensus. The have class decide what the class's "Weltanschauung" is .

Note from Kitty Stephens: This is an exercise that I used at the beginning of the year in my World Civilization classes. The students thought in some cases the choice was so obvious that nobody could choose the other answer. This allowed me to bring in the information that for each question and answer we can find a culture or civilization somewhere or sometime that would select that choice and that not everyone has the same "Weltanschauung!"

LOOKING AT OUR WELTANSCHAUUNG

Background:

Each person has a Weltanschauung - a view of the world and life. That Weltanschauung includes how the world is, how it should be, and how the person himself/herself fits in.

Just as each person has a world view - a philosophy of life - so does each group of people. Societies and civilizations act (or acted) in certain ways because of their ideas about how the world is, how it should be, and how they fit in with the general plan of the universe.

Before we begin to look at the Weltanschauung of others such as ancient Egypt or China, it is a good idea to get a picture of our own Weltanschauung. This is what this assignment is all about.

DIRECTIONS:

Look at each numbered item. It offers you a choice. Select the choice you think that most Americans would make (not necessarily what you as an individual person think.) Write that choice on your answer sheet. Do not write on this paper.

---

1. Is there a God? A)Yes, B) No C)Not sure

2. Was the universe created by some intelligent being with a plan or did it just happen? A) Created by intelligent being B) Happened by chance

3. Is there life after death? A)the dead live on in another world, B)the dead live again in this world, C) the dead no longer exist

4. Is there a set of rules for human behavior that were given to mankind by some divine being? A)Yes B)No

5. Is there punishment and reward after death for things done in this life? A) Yes B) No

6. Each man should legally have only one wife at a time. A)T B)F

7) At what ages should a female marry? A)10-13 B)14-16 C)16 to early 20's D)After 28

8) How many children should a couple plan to have? A) 1 to 4, B 4 to 10 C) More than 10

9) It is better to have a son than to have a daughter. A)T B)F

10. A woman should marry the man she loves. A)T B)

11. A man should be allowed to divorce his wife if she gives birth to daughters instead of sons. A)T B)F

12. All men are created equal. A)T B)F

13. People should be allowed to voted to select their rulers. A)T B)F

14. Women should be allowed to vote. A)T B)F

15. Eating beef is morally wrong. A)T B)F

16. Eating pork is morally wrong. A)T B)F

17. Each person should be free to choose the religion he or she likes best.
A)T B)F

18. A man dies. The widow wishes to remarry. Who should pick her new husband? A)She should B) her 13-year old son should C) the government

19. Private individuals should be allowed to own land and houses. A)T B)F

20. The government should tell people when to have children and how many to have. A)T B)F

LOANED WORDS FROM THE MIDDLE EAST

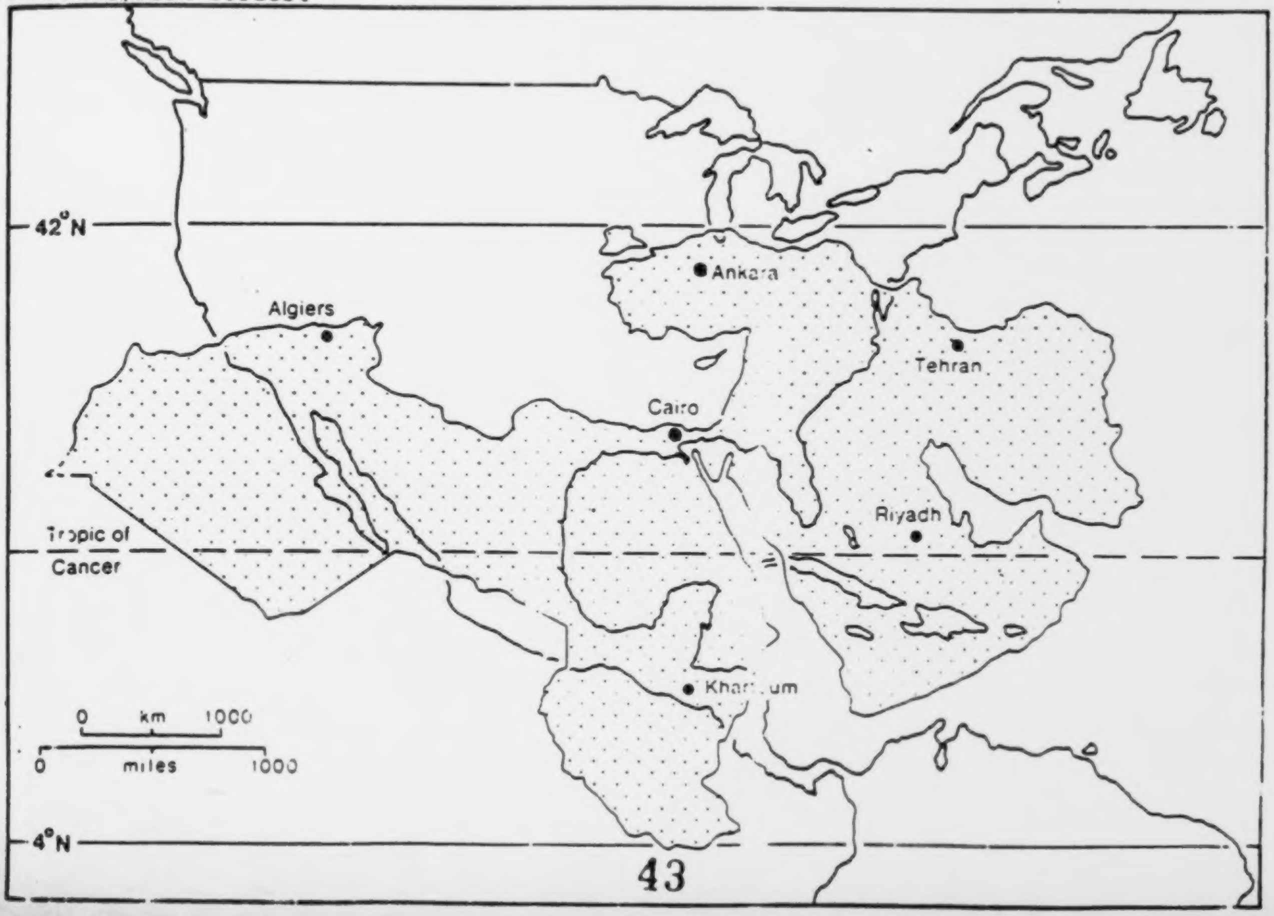
Developed by Professor L. Michael Lewis, Eastern Kentucky University

Map: Drysdale and Blake, The Middle East and North America, Oxford University Press, 1985, p. 17

English has an incredibly rich vocabulary because its speakers have shamelessly borrowed words from other languages. The following are a selection of English words derived from the languages of the Middle East (Arabic, Persian, Turkish, and others.) Ask students to look them up to find 1) the language from which each derives 2) the original meaning of the word, if different from its English descendent 3) the English meaning (if the student does not know it).

admiral afghan albacore albatross alchemy alcohol
alcove alfalfa algebra alkali alligator almanac
antimony apricot artichoke assassin attar azimuth
azure caftan caliber checkmate chess cipher
coffee cotton damask dervish divan fakir
fez gauze genie harem hashish horde
julep lemon lute magazine mask mattress
minaret mosque nadir orange ottoman pajamas
rook racquet saffron sandal sesame sheik
sherbet soda sugar syrup tabby talc
tambourine tangerine tariff turban yogurt

On the map below, the Middle East (including North Africa) has been superimposed on the United States to show comparable area and latitude. Note that Cairo is at New Orleans, Tehran is about 200 miles due east of the North Carolina Outer Banks, and Algiers is near Las Vegas, NV. Lexington, KY is approximately in the extreme northeast corner of the Mediterranean Sea, near the Turkish-Syrian border.



UNDERSTANDING INTERDEPENDENCE

contributed by Angela Bullock
Beaumont Junior High School

Level: middle and high school

Time: 1 to 2 class periods

Objective: Students will develop a visual image of what interdependence means.

Materials: 1) Handout of world map
2) Handout of Household Items- facts which indicate interdependence

Procedure: (As a preliminary exercise, you may have students do "Lexington and the World" Bingo or "Connections." This will help students to think about their connections to the international community.)

Using Handout Map of World, have students color in *RED* developing or Third World countries, *BLUE* the OPEC Nations and *YELLOW* for European Economic Community members (1992), *GREEN* for COMECON members. Give students time to find this information in text, encyclopedia, or other reference books. (15-20 min. at end of class)

Assign as homework Handout 2.

Questions for discussion:

1. How did you explain the reason for high production of household items in Third World countries? (Cheap labor, lower tariffs on imported items before production, lower costs to produce)

2. Read some of the facts from It's a Big, Wide, Interdependent World, and How Americans Stack Up given below.

...when a fire alarm sounds in Malmo, Sweden, a fireman puts the address of the fire into a computer terminal and a minute later gets back a description of potential hazards at the scene from data banks in Cleveland, Ohio.

...one out of every three acres now producing in the United States is devoted solely to export. More than half of the U.S. wheat, soybeans, and rice is sold abroad.

Interdependence (continued)

...one American in six now owes his employment to foreign trade.

...more than 19 million Spanish-speaking people in the U.S. makes ours the fourth or fifth largest Spanish-speaking nation in the world.

...the number of secondary (high school) students studying foreign language in the 1970's was about the same as it was in the 1890's---only 16 %.

3. Have students brainstorm on the meaning of interdependence. Write answers on the board. For instance:
What is interdependence?
    1. Needing and sharing items you need or have with other countries.
    2. Buying and selling at prices that benefit each other.
    3. Sharing and needing ideas and new technologies, etc.

4. What are some ways you see interdependence in our society? For a starter, use oil, the oil embargo (1973). Newspapers may be useful here.

Note: Credit for some of the material in this article goes to Gary Marx and H. Thomas Collins, "Its a Big, Wide, Interdependent World." One source for this article is Improving International Understanding: A School District Planning Guide, Indiana/Kentucky International Understanding Project.

UNDERSTANDING INTERDEPENDENCE

List ten household or clothing items from your home. Determine the country where the item was made. Examine Map#1 to determine how many of these items were made in Third World Countries. Explain in a paragraph why these items were produced in these countries.

ITEM	COUNTRY
1.__________	
2.__________	
3.__________	
4.__________	
5.__________	
6.__________	
7.__________	
8.__________	
9.__________	
10.__________	

Discussion:

FRENCH, SPANISH, GERMAN: CONNECTIONS VIA QUESTIONING
Foreign Language Activities
contributed by Dianne Jeter, Lafayette Senior High School

NOTE: The need for students to practice questioning in a foreign language and the need for students to be aware of their international connections and those of their peers can be met in this activity. A quick review of the names of countries in the target language would facilitate the activity.

The base of this activity is an interview. An excellent means of oral practice, the interview requires students to ask a series of questions to several students. The questions are given in the target language, with space to write an abbreviated version of the answers given by each student interviewed. For this activity it is suggested that no more than four be interviewed. When interviewed the students are instructed to answer in complete sentences. It may even be necessary to write basic answers on the board.

The content of the questions and their answers gives students an opportunity to realize the international ties of their peers. The questions also attempt to point out the need for the study of a second language.

FRENCH QUESTIONS

1. Est-ce que tes parents ou tes grand-parents sont venus d'un autre pays?
   Si oui:
   a) D'où est-ce qu'ils sont venus?
   b) Quand est-ce qu'ils sont venus?
   c) Pourquoi est-ce qu'ils sont venus?
   d) Est-ce qu'ils parlent une autre langue?

2. Est-ce que tu as des parents (relatives) qui habitent un autre pays
   Si oui:
   a) Où est-ce qu'ils habitent?
   b) Depuis quand est-ce qu'ils y habitent? (y-there)
   c) Pourquoi est-ce qu'ils y habitent?
   d) Est-ce qu'ils parlent une autre langue?

3. Est-ce que tu as un ami qui habite un autre pays?
   Si oui:
   a) Où est-ce qu'il habite?
   b) Depuis quand est-ce qu'il y habite?
   c) Pourquoi est-ce qu'il y habite?
   d) Est-ce qu'il parle une autre langue?

4. Est-ce que ta mère ou ton père a voyagé a un autre pays pour leur travaille?
   Si oui:
   a) Ou est-ce qu'il a voyagé?
   b) Est-ce qu'il a parlé une autre langue?
   c) Est-ce qu'il avait besoin de parler une autre langue?

SPANISH QUESTIONS

1.¿Son tus padres o tus abuelos de otro país?
Si contestaron que sí
- a)¿De qué país son ellos?
- b)¿Cuando llegaron ellos (a los Estados Unidos)?
- c)¿Por qué vinieron ellos (a los EE.UU.)?
- d)¿Hablan ellos otro idioma?

2. ¿Tienes parientes que viven en otro país?
Si contestaron que sí:
- a)¿Dónde viven ellos?
- b)¿Hace cuánto tiempo que viven ellos allí? (there)
- c)¿Por qué viven ellos allí?
- d)¿Hablan ellos otro idioma?

3.¿Tienes amigos que viven en otro país?
Si contestaron que sí:
- a)¿Dónde viven ells?
- b)¿Hace cuánto tiempo que viven ellos allí?
- c)¿Por qué viven ellos allí?
- d)¿Hablan ellos otro idioma?

4.¿Han viajado alguna vez tu padre o tu madre a otro país por su trabajo?
Si contestaron que sí:
- a)¿Adónde ha viajado él/ella?
- b)¿Habló él/ella otro idioma en el viaje?
- c)¿Necesitó hablar otro idioma en el viaje?

GERMAN QUESTIONS

1. Kommen deine Eltern oder Grosseltern aus dem Ausland?
   Wenn ja:
   - a) Aus welchem Land kommen sie?
   - b) Wann sind sie aus dem Land gekommen?
   - c) Warum sind sie hierher gekommen?
   - d) Sprechen sie eine Fremdsprache?

2. Hast du Verwandten, die im Ausland wohnen?
   Wenn ja:
   - a) Wo wohnen sie?
   - b) Seitwann wohnen sie da?
   - c) Warum wohnen sie da?
   - d) Sprechen sie eine Fremdsprache?

3. Hast du Freunde, die im Ausland wohnen?
   Wenn ja:
   - a) Wo wohnen sie?
   - b) Seit wann wohnen sie da?
   - c) Warum wohnen sie da?
   - d) Sprechen sie eine Fremdsprache?

4. Ist dein Vater oder deine Mutter fur die Arbeit im Ausland gefahren?
   Wenn ja:
   - a) Wohin sind sie gefahren?
   - b) Sprechen sie eine Fremdsprache?
   - c) Hatten sie die Not, eine Fremdsprache zu sprechen?

Mini-Unit: A Yen for Problem Solving

Pat Nickell

The following activities are designed for middle-grade students (6-8) working in the area of math and economics. Skills of computation and problem-solving are practiced as students work with current exchange rates. These activities might well be used as the math portion of an interdisciplinary unit on Japan, as well as units on global studies, economics, and world issues. They can easily be "translated" to apply to other nations by simply using appropriate monetary units.

The number of activities covered in one class period will depend upon ability level of the group and time allotted. Most activities require that students have some ability to work with decimal numbers.

ACTIVITY ONE - Introduction to the Yen

Have students play "Takara Sagashi" using a one-yen piece. This is a Japanese game of deception. Use it anytime as a great "quiet time" activity!

Procedure:

1. Form participants into two equal teams.
2. Both teams should sit "indian" style or in chairs, facing each other in two long rows.
3. One team attempts to (or pretends to) pass the coin from one player to the other. The coin should appear to move fist to fist accompanied by numerous moves designed to confuse and deceive opponents (students will get better at this as time goes on).
4. Upon hearing a prearranged signal, all passing stops, and the "passers" drop their clenched fists to their knees.
5. The "watchers" then ask the "passers" to open their fists one at a time. They should take turns doing this.
6. The object is to uncover the fist holding the coin AFTER all other fists have been opened. A point is scored for every EMPTY fist opened before the coin is found. Points are awarded to the "watchers."
7. The coin then goes to the other team and the game is begun again.

ACTIVITY TWO - Numbers in the News

(Note: All activites following depend upon completion of this one.)

Have students locate the financial or stock market page of the newspaper. On that page they will find the days' market value for various foreign monetary units.

For discussion: What is the current value of the yen? How is that exchange rate established? (Simply stated, it is the number of yen one dollar would buy the preceding day.)

Why is it in the newspaper? (It changes a little bit almost every day. If students want to know why, depending upon their ability level, you may wish to discuss factors such as trade deficits, faith in the dollar and the American economy, etc. Otherwise, it may be well to compare this constant fluctuation to prices of items here which vary constantly - the stock market, certain grocery items, houses, etc.) What other monetary units are listed? Where are they used? Why would anyone need to know this information?

ACTIVITY THREE - Dollar for Yen and Back Again

Put the current exchange rate for yen (rounded, if preferable) on the board (i.e. $1.00 = ¥150). Review with students the meaning of the equation.

Procedure:

1. Ask how many yen $2 would equal. Repeat for other one- and 2-digit numbers. Demonstrate process on the board.
2. State as a word problem, "Robin has twelve dollars. How many yen can she buy?" Repeat as needed, increasing to three- and four-digit numbers depending upon student ability.
3. Now for the HARD part: Put a multiple of the current yen exchange rate on the board. Tell students they have that many yen and ask them to see if they can tell you how much that is is dollars. (i.e. Y450 = $?) Repeat, increasing difficulty appropriately.
4. Give students activity sheet #1 for practice.

ACTIVITY FOUR - The Golden Arches and the Rising Sun

Calculators or programming capability on a computer could be used for this one -- or you may wish to use it for computation practice.

Information for students: McDonalds is a very popular restaurant in Japan. They offer basically the same menu, except that of course, you must pay in yen. But how would you know if you were visiting, how much you are paying in American dollars? Look at activity page #2 to see a Japanese Mcdonalds' menu. Use the prices to answer the questions.

ACTIVITY FIVE - A Home Away from Home

Activity sheet #3 includes part of an ad from a Japanese real estate company. Again, students are asked to use computation skills to figure the costs of these houses. The following discussion should follow use of this sheet:

What do you notice about the price of these homes? (Expensive, aren't they!?) Looking at the pictures, what would similar houses cost here? (Accept reasonable answers) What else do you notice, especially about the surroundings? (Small or no yards, lots of big windows, etc.) Why are prices so high for housing, while food at McDonalds was about what it is here? (The value of land in Japan is exhorbitant due to scarcity and population pressure in urban areas. These homes, it should be noted, would only be for very wealthy city dwellers - top executives and such. By Japanese standards they are quite luxurious. Most families like ours live in apartments, which, by the way, would seem quite small by our standards.) Does this mean the Japanese are poorer (because they live in smaller homes), or wealthier (because they pay such high prices) than we are? (Students should conclude that home size is not a good indicator of wealth, nor can it be assumed that these prices are for normal families. this question, therefore, cannot be answered based on just this information. NOTE: It is as important for students to learn that not all questions can be answered with limited information as it is to get answers sometimes! You may wish to extend this by deciding what other information would be needed in order to answer the question.

ACTIVITY SIX - The Cost of Having Fun

Activity sheet #4 provides some current prices of items and activities kids enjoy here and in Japan. Working within a budget, they answer questions requiring conversion of yen to dollars.

ACTIVITY SEVEN - Bicycle Sale!

Use activity sheet #5 to let students work out problems to give each other. This sheet advertises a bicycle sale. Original prices are the small numbers preceding the sale price just like we see in ads in the U.S. If able, students may wish to figure percentages of reductions, etc., as well as learn how prices of bicycles compare in Japan with those in our country.

FOLLOW-UP ACTIVITY:

Set up a chart in the room and have students fill in the yen-dollar exchange rate once a week over a period of time. Invite a banker or representative from an investment company to come in and discuss causes of these fluctuations. Advanced classes may wish to follow U.S./Japan economic news in the paper and predict from such articles what might happen to the yen-dollar exchange rate during the next few days. An extension of this would be to follow stock prices of multinationals to see if they reflect, or are reflected in, changes in exchange rates.

ACTIVITY SHEET 1

DOLLAR FOR YEN AND BACK AGAIN

$1 = Y________

$3 = Y________

$3
+2
Y___

$5.50 = Y_______

$6.87 - $1.34 = Y__________

I went to Japan with $2000 and came home with $250. How many yen did I spend?

$300 of the money I took to Japan was for buying things. I found a beautiful strand of pearls for Y140,000. Do you think I bought them? In dollars, how much would I have spent?

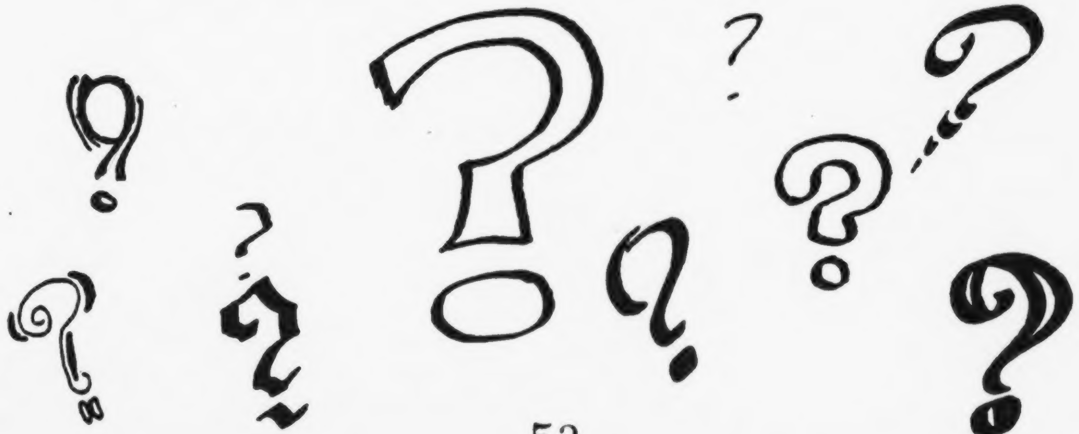
I bought my brother a small samurai sword for Y6000. How much spending money did I have left out of the $300 after this purchase?

Are yen more like dollars, quarters, dimes, nickels, or pennies? In what way?

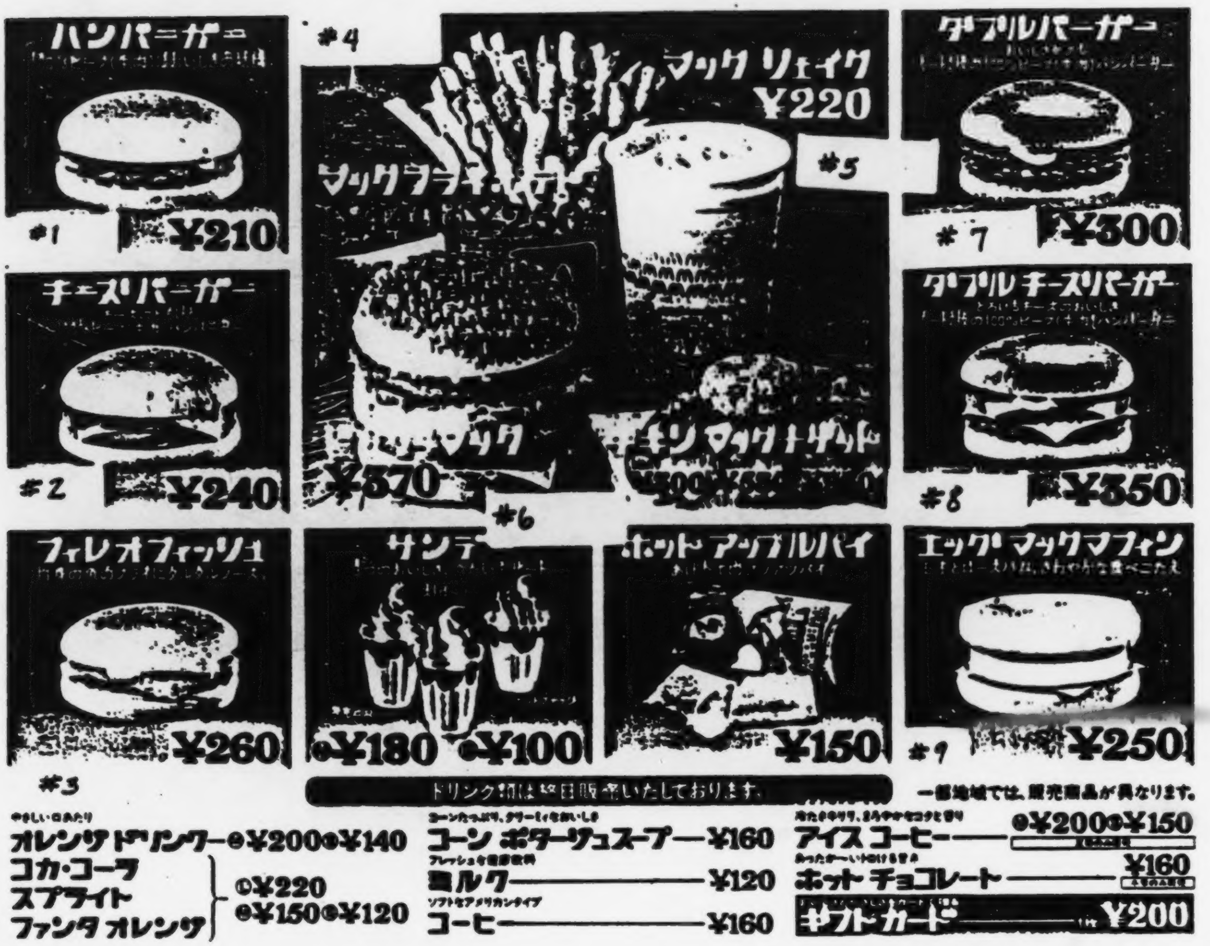
The yen is Japan's monetary unit. What is our monetary unit in the U.S.? Whose is the bolivar? What is Indonesia's?

CHALLENGE:

If the value of the yen goes up against the dollar, does that mean I will pay more, or less for a Toyota? Or does it mean our price stays the same? Will that affect prices of American goods? What does it mean for someone traveling to the U.S. from Japan? When the value of the yen goes up against the dollar, does that mean people in Japan have to spend more for things in Japan? or less? or the same?



THE GOLDEN ARCHES AND THE RISING SUN



ハンバーガー ¥210

マックフライポテト

マックシェイク ¥220

ダブルバーガー ¥300

チーズバーガー ¥240

ビッグマック ¥370

チキンマックナゲット ¥[illegible]

ダブルチーズバーガー ¥350

フィレオフィッシュ ¥260

サンデー Ⓜ¥180 Ⓢ¥100

ホットアップルパイ ¥150

エッグマックマフィン ¥250

ドリンク類は終日販売いたしております。

一部地域では、販売商品が異なります。

オレンジドリンク―Ⓜ¥200Ⓢ¥140

コカ・コーラ / スプライト / ファンタ オレンジ ― Ⓛ¥220 Ⓜ¥150Ⓢ¥120

コーン ポタージュスープ―¥160

ミルク―¥120

コーヒー―¥160

アイス コーヒー―Ⓜ¥200Ⓢ¥150

ホット チョコレート―¥160

ギフトカード―¥200

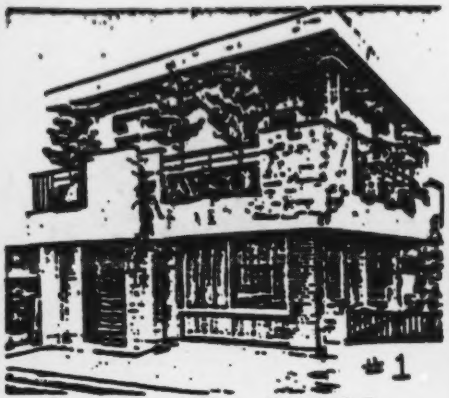
Welcome to McDonald's in Tokyo! May I take your order please?

For your information, #1 is a hamburger, #2 is a cheeseburger, #3 is a fish sandwich, #7 is a quarter-pounder, #8 is the same with cheese, and #6 is a Big Mac. Now, are you ready to order?

Item:	Cost (Y)	Cost ($)
______________	______	______
______________	______	______
______________	______	______
______________	______	______
Totals:	______	______

What did you spend in dollars? _______ Is this more or less than the same items at an American McDonald's? _______ How do you explain this? In your free time, obtain a menu from your favorite restaurant and convert the prices to yen. Get a friend to do the same, and trade to check each other.

ACTIVITY SHEET 3

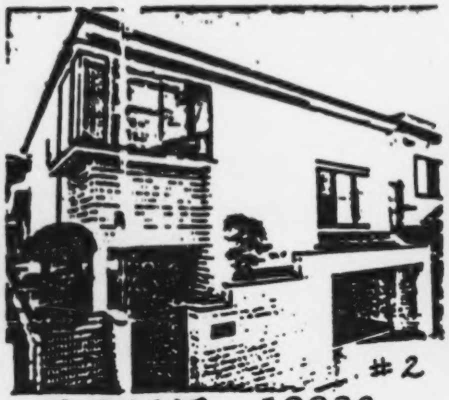


中目黒 30000万円

☎325-7411 東横線 歩10分 〈媒介〉

●所在地／目黒区中目黒4丁目

●土地／112.44㎡

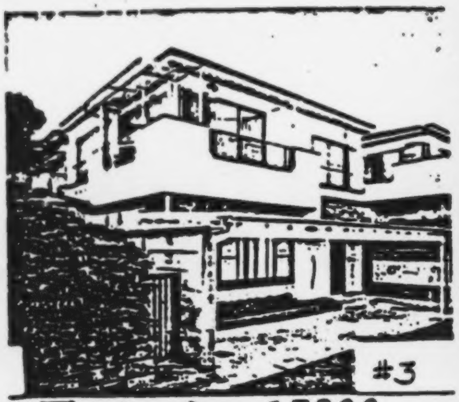


千歳船橋 13830万円

☎325-7411 小田急線 歩5分 〈媒介〉

●所在地／世田谷区船橋1丁目

●土地／93.28㎡ ●建物／100.73㎡

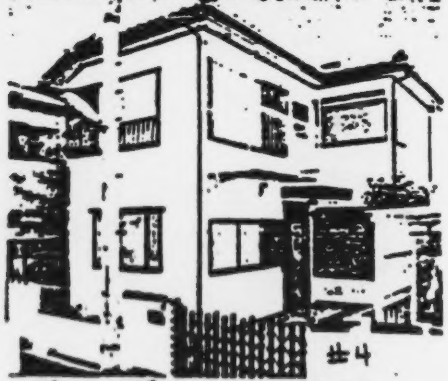


尾山台 17800万円

☎325-7411 大井町線 歩4分 〈媒介〉

●世田谷区尾山台3丁目

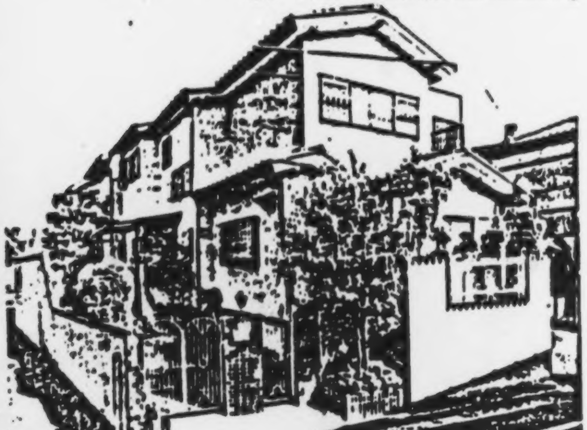
●土地 86.80㎡ ●建物 84.53㎡



長原 11000万円

☎325-7411 池上線 歩7分 〈媒介〉

●土地／107.03㎡ ●建物 72.86㎡



仙川 12000万円

☎325-7411 京王線 歩13分 〈媒介〉

●土地／148.87㎡ 建物／98.92㎡

Look at those prices! Look cheap? Nope, the little symbol after each price means "in ten-thousands!" That means that house #1 actually costs Y300,000,000 (or 30,000 X 10,000)!

1. What does house #1 cost in dollars? ____________________

2. What does house #2 cost in dollars? ____________________

3. #3? ____________________

4. #4? ____________________

5. #5? ____________________

Why do you think that most average Japanese families live in apartments?

A Home Away From Home

THE COST OF HAVING FUN

	In dollars
A movie admission costs ¥1200.	________
A weekly magazine for teens costs ¥380.	________
A cassette tape of rock music costs ¥2800.	________
A Mickey Mouse T-shirt costs ¥3000.	________
To rent a video costs ¥600.	________
To buy a video costs ¥12,000.	________
Admission to Tokyo Disneyland (which includes three ride tickets) costs ¥3800.	________
Extra ride tickets cost ¥400 each.	________
To ride a city bus costs ¥160.	________

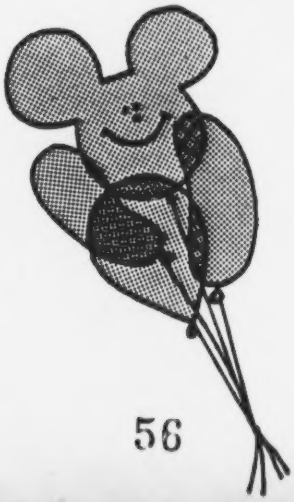
1. If you received a $10.00 allowance per week, name the things you would (and could) do with one allowance. Show your work.

2. How many yen do you think you would need for a fun day at Disneyland (if you would want to ride more than three things, don't forget to figure that in)? ________________
How long would you need to save your allowance in order to go? ________________

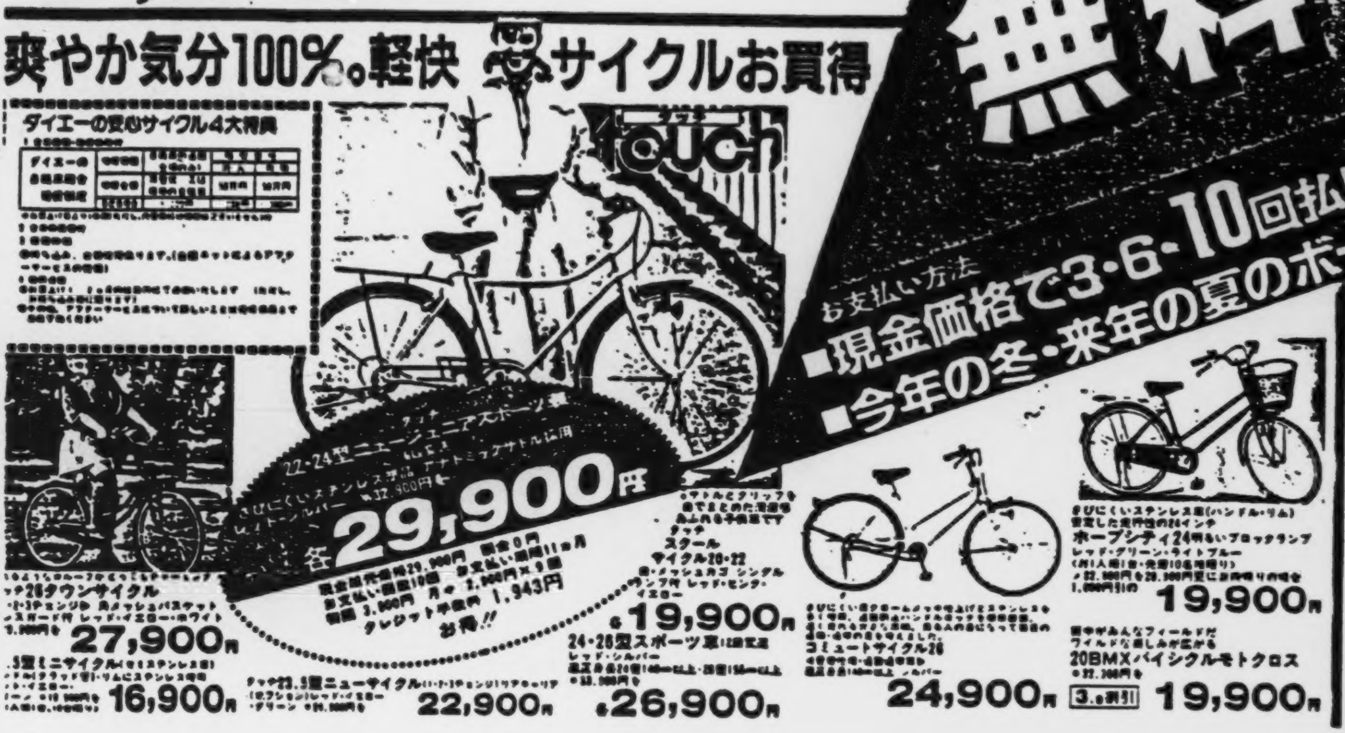
3. How many videos can you rent in the U.S. for the cost of one movie ticket? ____________ How many can you rent in Japan for the cost of a movie ticket? ____________

4. How much would it take for a family of four to take the bus to Disneyland, be admitted, ride three extra rides each, and buy a Mickey Mouse T-shirt for each of the two kids?

¥ = ________________ $ = ________________



Bicycle Sale!



爽やか気分100%。軽快サイクルお買得

ダイエーの安心サイクル4大特典

Touch

無料

お支払い方法

■現金価格で3・6・10回払

■今年の冬・来年の夏のボー

22・24型ニュージュニアスポーツ車

さびにくいステンレス部品 アナトミックサドル使用

シルバー ¥32,900円を

各29,900円

1,943円

お得!!

タッチ26タウンサイクル

27,900円

ミニサイクル

16,900円

タッチ23.5型ニューサイクル

22,900円

スクール
サイクル20・22

19,900円

24・26型スポーツ車

26,900円

コミュートサイクル26

24,900円

ホープシティ24

レッド・グリーン・ライトブルー

19,900円

20BMXバイシクルモトクロス

19,900円

Using this newspaper ad for a bicycle sale, what problems can you create to challenge your classmates?

An interesting bit of information:

Most teenagers in Japan take great pride in owning custom-made, one-of-a-kind bikes which they special-order. They can specify colors, trim, special equipment, etc. While they are not usually allowed to ride them to public schools, they get around on them the rest of the time, and you see them EVERYWHERE! Even housewives and businessmen are often seen bicycling to the market or workplace! A typical custom-made girl's bicycle will run from 35,000 to 50,000 yen, while a boy's may cost from 50,000 to 80,000 yen. What is this in dollars? By the way, one thing they don't have to buy is a lock. Stealing someone's bike, or anything else for that matter, is practically unheard of in Japan!

SO YOU HAVE AN ESL STUDENT IN YOUR CLASS: READ ON!

Suggestions collected and contributed by Marge Leinbach
ESL Tutor, Lansdowne Elementary School

PUT THE STUDENT AT EASE...Our first goal is to put the children at ease and make them feel comfortable in their new environment. Most of the Limted English Proficiency (LEP) students enter school just after they arrive in this country and virtually all of them will suffer some degree of culture shock. This is important to remember when children don't respond as we think they should. It may be their way of telling us they would rather not be here. Be patient---eventually they will come around.

LEARN THE STUDENTS' NAMES and pronounce them correctly.

SMILE! A smile breaks down many barriers.

SHOW A GENUINE INTEREST in the students. Try to find two to five minutes to spend alone with them each day. This may not seem like much to you but it will mean a lot to them.

TAKE AN INTEREST IN THEIR COUNTRY. Have your LEP student locate his or her country on a globe or map and show the class. Find out something about the culture (students are interested to know that children in Japan must change shoes just inside the school, help serve school lunches, and are responsible for keeping the school clean.) Learn something about their holidays as well as unique ways the children celebrate our holidays.

INVOLVE THE PARENTS. Depending on the willingness of the parents, have an International Day. Invite parents to come in and talk about their language, food, folktales, and native dress. Perhaps some parents could send in a recipe, samples of cookies, articles of clothing or photographs. Don't pressure the parents but do encourage them. An origami demonstration requires very little English.

ADOPT AN INFORMAL BILINGUAL PROGRAM IN YOUR CLASSROOM. Let your international student teach the class a few every day phrases in his/her language. This could become part of a social studies unit. Include pictures of things familiar to the student, food, artwork, cultural traditions, special holidays. Stories about the student's native country could be read to the class.

IF YOU HAVE AN ESL TUTOR IN YOUR SCHOOL, get to know her. If you are having a problem with an LEP student, discuss it with her. Many times the children will open up to tutors while they remain reticent in a classroom with 25 English-speaking peers.

The goals of the ESL tutor are to help develop English language skills necessary for students to understand native English speakers, communicate verbally, read material in English with comprehension and relative ease, and to write correctly and creatively according to grade level. This is accomplished by working with the students one on one or in small groups for one half to one hour each day and also by consulting with classroom teachers to determine specific needs of individual students.

The following are suggestions for developing oral language:

*Speak at a normal rate with proper intonation. Do not yell...raising your voice will not make English any easier to understand!

*Vocabulary development is the key to learning a second languge. When possible, use real objects to teach nouns. Pictures and other visual aids are also good. Puppets may encourage a child to speak if the child won't talk to you.

*Hold up real objects when explaining what you want children to do... crayons, scissors, paper, etc. Hold up the book the children will be using, open it, and point to the appropriate page number.

*Teach survival words (teacher, bathroom, cafeteria, office, telephone, etc.) Be consistent in labeling...don't call it a lunchroom one day and cafeteria the next.

*If a child uses the wrong grammar or does not pronounce a word correctly, repeat it correctly and go on...it doesn't seem as if you are correcting him.

*Give the child an opportunity to answer a question, but if there is no response you might want to whisper the answer to him or simply tell him what to say.

*Give one direction at a time, then gradually build up.

*Use positional words a lot: Demonstrate with a Fisher Price toy bus...out, in, up, off, into, around, behind, between, under, beside, etc.

*Speak in simple but complete sentences.

*Avoid the use of idioms. Be aware of the fact that multiple meaning words and homonyms can be confusing. *ONE ACTUAL CASE: An LEP student listening to a teacher saying HOMEWORK: DUE TOMORROW interpreted it as DO TOMORROW.*

ADDITIONAL SUGGESTIONS TO ASSIST ESL STUDENTS

*Label classroom objects. Find parents who can help you by writing names of objects in the room in the students' language(s). The double labeling of objects will allow the non-English speakers to learn English nouns; and teacher and class will be learning other languages.
*Encourage the use of bilingual dictionaries. Both foreign and native speakers find these helpful and fun.
*Provide material to practice writing: (first) printing and (later) cursive using the correct stroke order.
*Take student on tour of school. For younger children it's a comfort to know where siblings are. Older children can draw a map of the school, rooms, etc. and label.
*Encourage peer tutoring. Often assigning the foreign student to one particular student provides security and encourages responsibility for the English-speaking student.
*Praise: It is important that you find something each student can do well and praise him for work well done in front of the class.
*Expectations: Don't expect non-English speaking students to compete academically with their English speaking peers; on the other hand, don't expect them to be less able or less knowlegeable just because they don't speak English. All of the students are capable of doing something and need to be expected to complete assignments on their level.
*If possible find an appropriate reading group in a lower grade level.
*Extra dittos from teachers of lower grades as well as beginning phonics books are appropriate for 4th to 6th graders who have a low proficiency level in English.

*Books: elementary school libraries are valuable resource. Picture dictionaries, word books, Richard Scarry, ABC books, I Can Count, Hungry Caterpillar, Big Dog Little Dog, seasons, etc. are especially helpful when working with children at a zero to very limited English proficiency level.

ADDITIONAL PRACTICAL ACTIVITIES FOR ESL STUDENTS

CALENDAR: Use this for a variety of learning activities such as days, months, date, today, yesterday, tomorrow, this (month), next (month), seasons, recording weather, etc.

SENTENCES: Write sentences using different colors for different parts of speech. Cut the sentences into words and have students reconstruct them. Substitute present progressive for present tense; change to past, future tenses. Change to questions.

SHAPES AND COLORS...Different size shapes in a variety of colors can also be used in following directions exercises, using positional words; use also to teach concept of big/little, big, bigger, biggest, etc.

OPPOSITE CONCENTRATION: Pairs of opposite words are turned face down; object is to match the opposites. Played like Memory.

PICTURE CARDS of common objects to aid vocabulary development, beginning and ending sounds, word recognition. Use with word or letter cards in a matching game.

I LIKE ENGLISH CARDS can be used in a variety of activities including labeling; likes, differences; singular and plural; verb use, what are they doing? If *I Like English* cards are not available, use pictures from magazines, books, etc.

ABC BOOKS: Have students draw or find magazine pictures illustrating words beginning with each letter of the alphabet.

MAKE A SCRAPBOOK of words and pictures which tell stories about themselves, everyday living, school, etc.

EXPERIENCE STORIES: Have a peer assist the student with an experience story of a classroom activity or a field trip. Do this daily and compile in a folder. Illustrate each story and read back.

VERB BOOKS: Have students look for magazine pictures depicting action; cut out pictures and write the verb or verbs illustrated; write a sentence using each one. More advanced students can change tenses, make questions, etc.
LANGUAGE MASTER helps auditory discrimination when used with word pairs such as blade, braid; crown, clown. Use sentences to develop listening and verbal skills.
STORY TAPES: Use first with picture books and later without them.
TEXTURE BAG: Fill with a variety of different textured objects. Play 20 questions, or give clues; or have children guess object by feeling without seeing.
VOCABULARY NOTEBOOKS: Have students keep a record of new and unfamiliar words; write meaning (even if in first language). Encourage students to use these in all classes.
OLDER STUDENTS: Keep a daily journal. Use simple books for slow readers. Maps: identify states, countries, continents, oceans, etc. Use puzzles, word cards, games on geography.
GAMES: Go Fish; Memory; Scrabble; flash cards, with vocabulary words, words with blends, etc. Don't forget "Simon Says."

FINAL NOTES

Students love to have books read to them and there is always something can learn from this, such as days of week in Carles's Hungry Caterpillar; prepositions, parts of the body, etc. Some favorites are Judy Blume's Freckle Juice and also Tales of a Fourth Grade Nothing; or books by Beverly Cleary.
REMEMBER HOLIDAYS: Older children often miss out on traditional American celebrations. All children enjoy holiday related activities that are new to them...carving pumpkin and lighting the candle; discussion about trick or treating, costumes, masks, etc. for *Halloween*. Use a skeleton to learn parts of the body. Even high school students loved the *Easter* basket with colored eggs, jelly beans, marshmallow chicks, and above all were fascinated with dyeing eggs and with the Easter grass! *Thanksgiving* and its traditions, especially foods, will provide a wealth of ideas for vocabulary and for culture.

Above all...have fun and enjoy your ESL students. Remember that their presence provides a golden opportunity for a rich and rewarding time for international sharing and understanding!

INTERNATIONAL

FAIR

PASSPORT

PASSPORT

This passport belongs to

____
(Name)

who was born on

____
(Date of Birth)

in ______________________
(City)

____
(State)

____
(Country)

and is a student at

____
(Name of School)

Photograph or drawing of the bearer of this passport.

____
(Home Address)

____
(Telephone Number)

____
(Signature)

SET OF GLOBAL GUESSES

developed by Michele Drake and Frankie Daniel

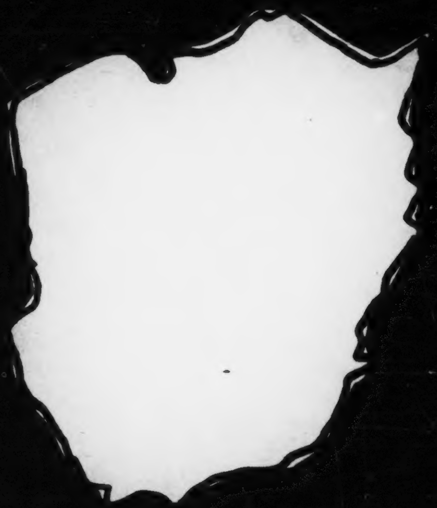
Bluegrass International Program, 1989

Note: The country outlines and fact boxes on the following pages may be reproduced, cut out, matched, and glued onto construction paper. See sample below. Several uses are suggested:

1. Post all cards and allow time for class members to identify countries. This may work better with older students or adults.

2. Divide class into groups and give each group several cards, reference books, and maps. Groups work together to identify countries. Or, give each student one card to identify.

3. Mary Hardy Pitts, Breckinridge School, posts one card each week on a special bulletin board. First student to turn in correct answer receives a foil covered candy coin. She reports that students in lower groups are often the most motivated to research the answers.



Location: Baltic Sea

Crops: Grains, potatoes, sugar beets, flax

Labor unrest: Solidarity Union is led by Lech Walesa

Culture: Birthplace of Frederic Chopin and present Pope, John Paul II

Sight of largest church in the world ⑭

Currency: Lira

Capital was originaly built on seven hills

SPQR seen in capital city

Famous artists: Michelangelo, Raphael
Da Vinci

Location: Southern Europe, juts into
Mediterranean

Population: 3.3 million ⑧

Neighbors: Syria, Israel

Mediterranean climate

Religion: Muslim, Christian

Cottonfields, citrus groves, olive trees, and banana plantations dominate the landscape.

Bitter fighting in recent years between religious factions

Size: Smaller than Wisconsin ⑩

Ganges and Brahmaputra run through

Capital: Dacca

Industries: Cement, jute, textiles,
fertilizers, petroleum products

74% agricultural production

25% Literacy

Size: About the same as Texas ⑲

Landlocked

Trade Partners: USSR, Pakistan, UK

Life expectancy: 39

Climate: Dry, extreme temperatures

Neighbors: Pakistan, Iran

Capital city is divided by river Danube ④

Magyars, fierce mounted nomads from east, settled here in ninth century

Communist government; with limited private enterprise

Currency: Forint

Paprika, ground from scarlet peppers, flavors national dishes

About the size of Indiana

Size: Smaller than Virginia ⑦

Climate: Temperate

Geography: Interior plateau with altitude of
4,000 feet

Crops: Coffee, bananas, sugar, cocoa, cotton
hemp

90% Literacy

Relatively high standard of living

Size: Larger than United States ①

1.087 billion people live here

Trade Partners: U.S., Japan

2/3 land is mountainous or desert

Crops: Grain, corn, peas, rice, soybeans,
hemp, tea

Ports: Shanghai, Hong Kong

Size: State of New Jersey ⑫

Industries: Diamond cutting, textiles,
aircraft, munitions, plastics

Crops: Citrus fruits, grains, olives, cotton,
vegetables

Currency: Shekel

Trade partners: US, Switzerland, W. Germany,
UK

Only place on earth where latitude and temperature both reach zero ⑯

10.2 million population

Religion: Roman Catholic

Currency: Sucre

Economy: Bananas, cacao, chemicals, coffee, cotton, fish

Has a Pacific coastline

Largest City: Guayaquil

Climate: Tropical or sub-tropical ⑳

Raises one-third of world's coffee and much of its beef, cotton, and sugarcane

Language: Portuguese

A river 6400Km long

River covers nearly half of its continent

City of Sao Paulo has more skyscrapers than Chicago

Largest country in the world, more than twice the size of the United States including Alaska ㉒

15 Union republics; embraces more than 100 cultures

Dominated by Communist Party

Contains a variety of climates

Economy: Coal, cotton, flax, furs, grains, iron

Most of people live in coastal valleys and fishing villages ⑤

Interior is moon-like; three-fourths is wasteland, glaciers, lakes, lava desert

Size of Virginia

Climate is moderated by gulf stream

Population 223,000

Currency: Kronur

Population of 122.7 by mid 1988 ⑰

Slightly smaller than Montana in size

Religion: Shintoism, Buddhism

A favorite sport is baseball

Industries: Steel, vehicles, electronics precision instruments

Crops: Rice, grain, potatoes, tea, fruits

Rebuilt from World War II ruins to top-rated industrial power

Population of 53.3 million by mid 1988

Language: Arabic ⑨

Ports: Port Said, Alexandria

Major producer of cotton

Canal 100 miles long, links Mediterranean and Red Sea

96% of people live on 4% of the land

Location: Baltic Sea ⑮

Crops: Grains, potatoes, sugar beets, flax

Labor unrest: Solidarity Union is led by Lech Walesa

Culture: Birthplace of Frederic Chopin and present Pope, John Paul II

Area: About 865,000 square miles

Population: About 9,000,000 ㉑

Religion: Islam

Language: Arabic

Government: Monarchy

Products: Oil, gas, cement, fish, grains, dates, citrus fruits

Site of Makkeh, holy mosque

Size: Three times the size of Texas

Crops: Cotton, coffee, sugarcane, vegetables, corn ㉓

Minerals: Silver, lead, zinc, gold, oil, natural gas

Site of advanced Indian civilizations

Inflation and drop in world oil prices have caused problems

Size: equal to Colorado ②

Neighbors, Australia, Fiji, Tonga

Capital: Wellington

Industries: Food processing, textiles, machinery, fish, forest products

Trade partners: Australia, US, Japan, UK

Ports: Auckland, Wellington, Lyttleton

Home of Maori

Crops: Cocoa, tobacco, palm products, peanuts, cotton, soybeans

③

Languages: English, Hausa, Yoruba, Igbo

Neighbors: Benin, Niger, Chad, Cameroon

Ports: Port Harcourt, Lagos, Warri, Calabar

Currency: Naira

Size: 4/5 the size of Alaska ⑬

Language: Afrikaans

Minerals: Gold, diamonds, chromium, antimony coal, iron, manganese, nickel

Neighbors: Namibia, Botswana, Zimbabwe, Mozambique

Defense: 15% of government budget

Size: Larger than California ⑥

Climate: Coastal rain forest

Former German colony

Industries: Aluminum processing, palm products

Size: Equal to Maryland ⑪

Neighbors: Dominican Republic, Cuba

Languages: French, Creole

Geography: 2/3 mountainous, remainder semiarid

Industry: Rum, molasses, tourism

Crops: Coffee, sisal, cotton, sugar, bananas, cocoa, tobacco, rice

Currency: Gourde

Size: Equal to Iowa ⑱

Neighbors: Honduras; Costa Rica

Languages: Spanish, English

Religion: Roman Catholic

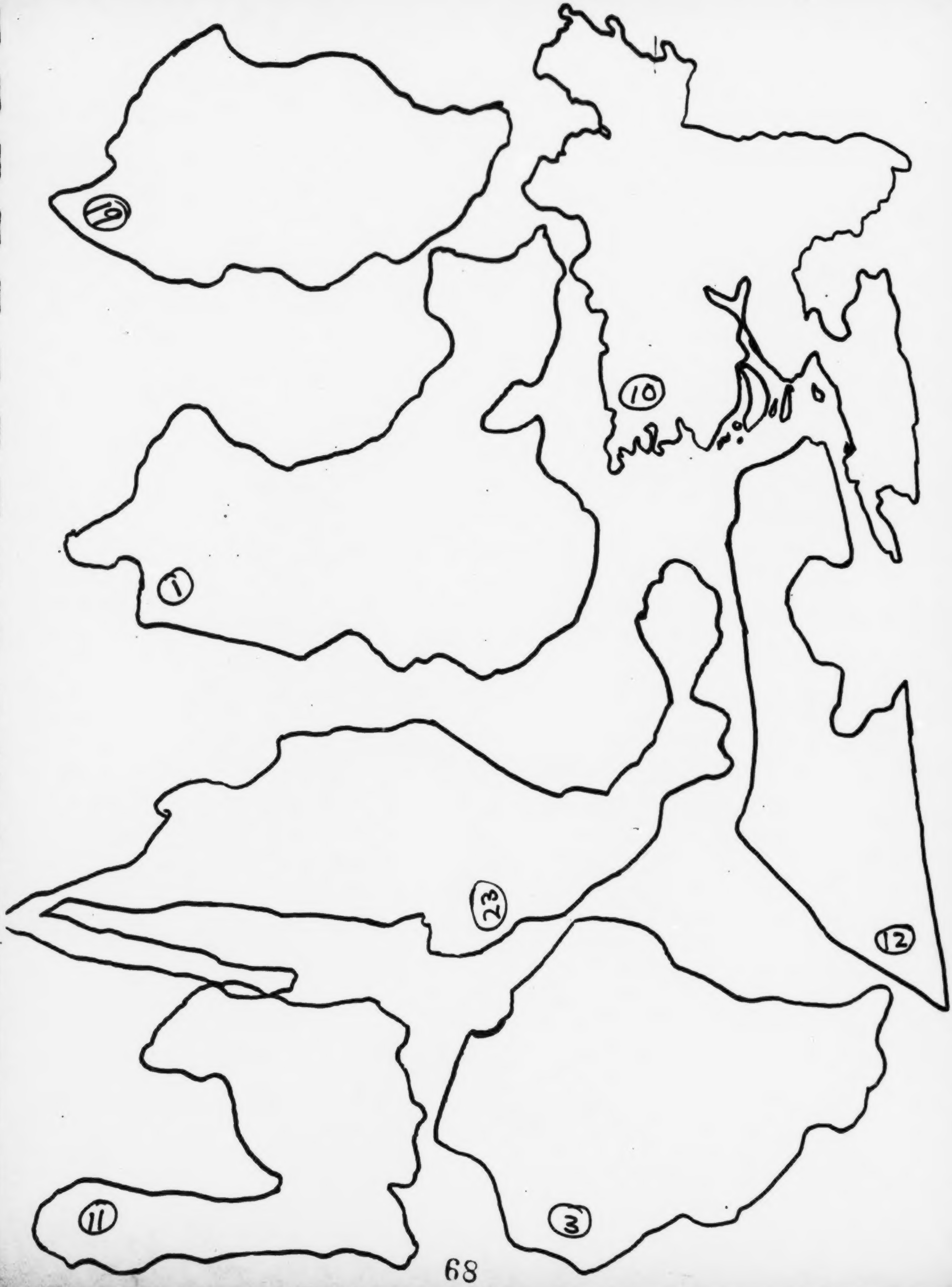
Crops: Bananas, cotton, fruit, yucca, coffee, sugar, beans sesame, tobacco, wheat

Currency: Cordoba

Capital: Managua

Key:

① China
② New Zealand
③ Nigeria
④ Hungary
⑤ Iceland
⑥ Cameroon
⑦ Costa Rica
⑧ Lebanon
⑨ Egypt
⑩ Bangladesh
⑪ Haiti
⑫ Israel
⑬ South Africa
⑭ Italy
⑮ Poland
⑯ Ecuador
⑰ Japan
⑱ Nicaragua
⑲ Afghanistan
⑳ Brazil
㉑ Saudi Arabia
㉒ USSR
㉓ Mexico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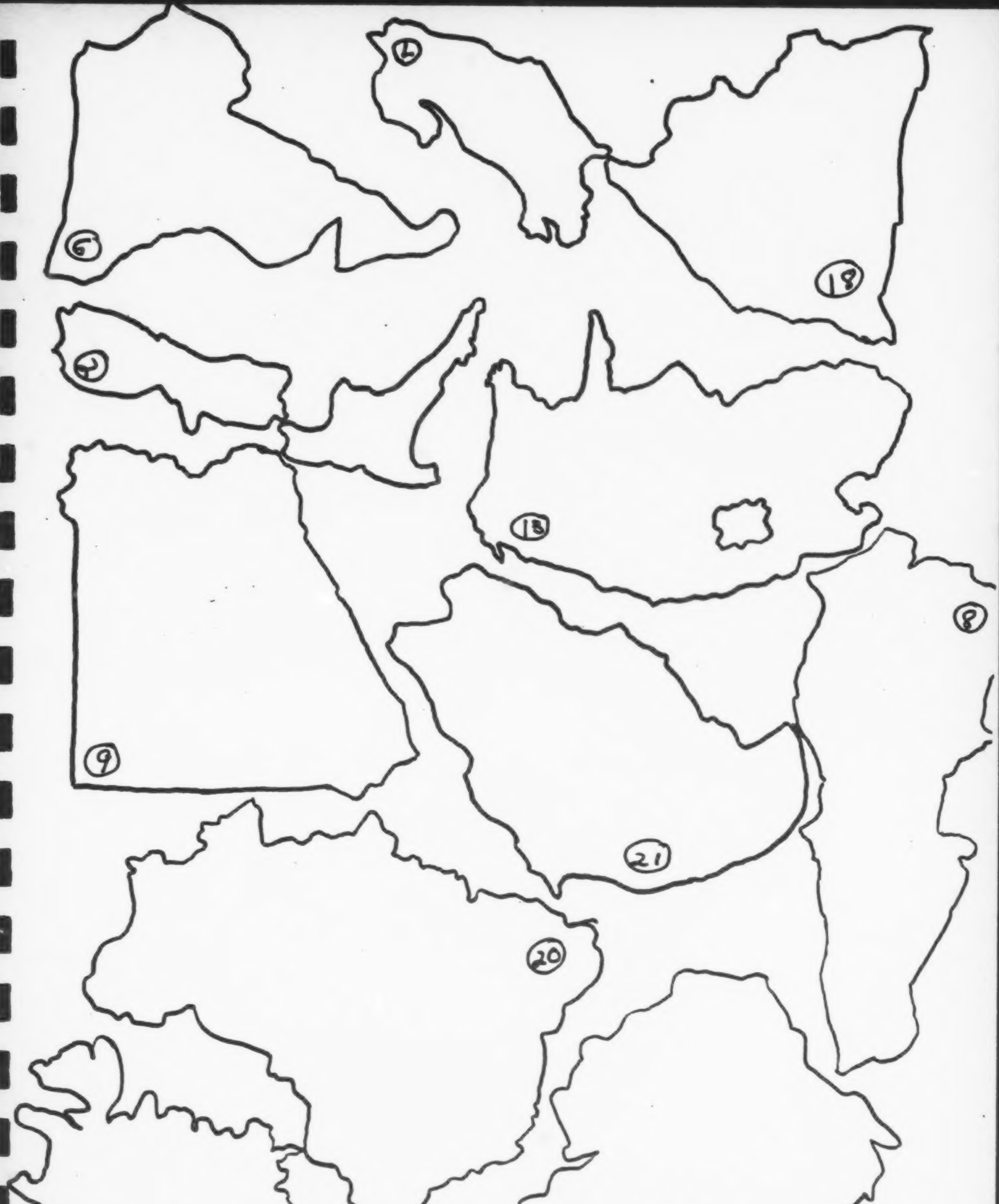
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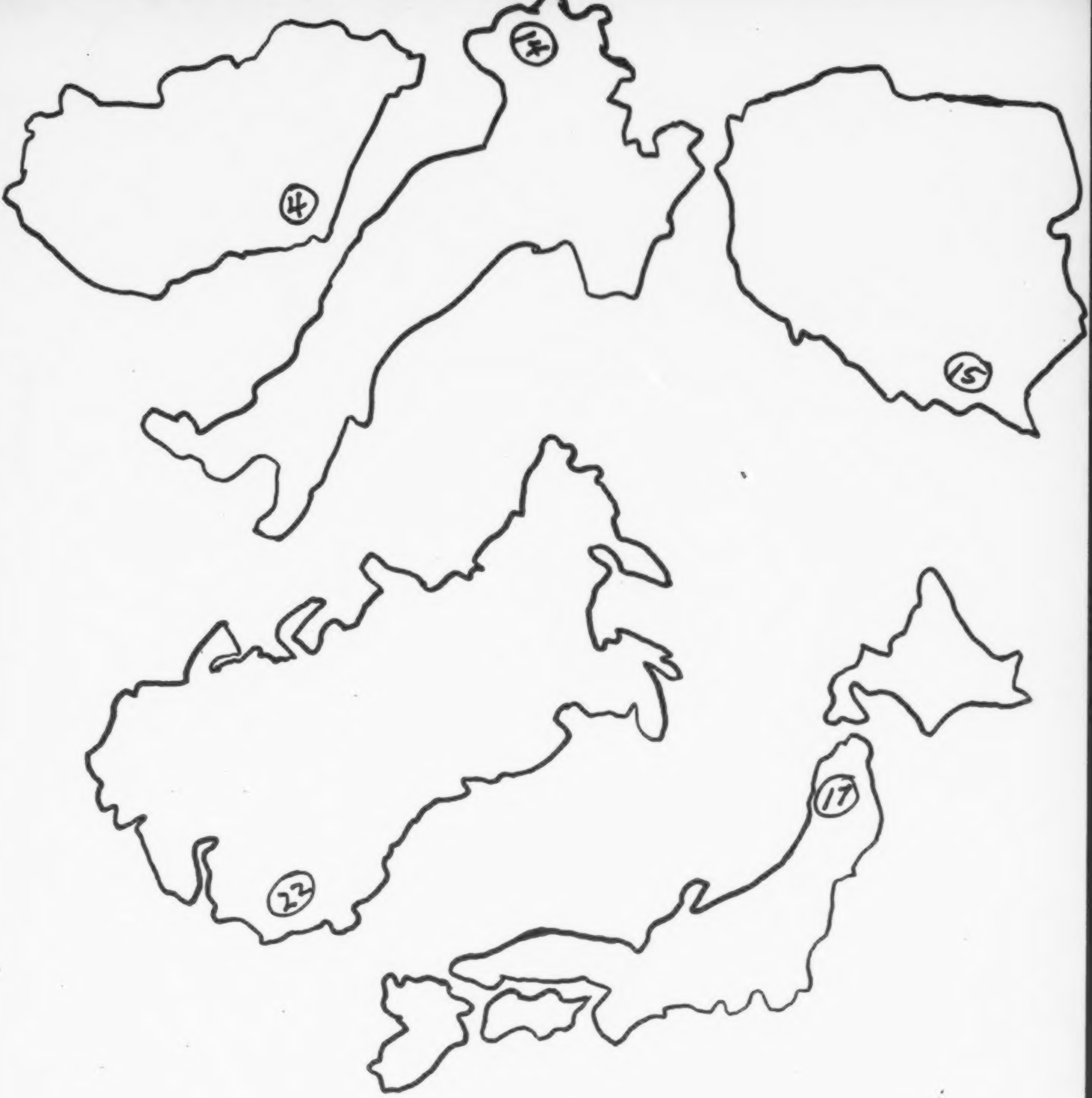
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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on

- developing perspective consciousness
- increasing state-of-planet awareness
- valuing diversity
- living responsibly with others
- building the capacity to change
- understanding world issues and trends

The Map Isn't the Territory

This teachable moment is an idea that came to us from our good friend and a wonderful Iowa teacher, Paul Schramm. He created this activity in response to "The Shape of the World," an issue of Teachable Moments that was published last year. What follows is the heart of his letter to us describing a comparative map activity he uses with his students.

> I post two world maps. One is a classical map with the United States located in the center, the Northern Hemisphere appearing much larger, and the Soviet Union and China cut in two. The other map is the Peters Projection. I ask the students about differences they see, and once they go beyond the obvious (color of the water, etc.), they begin to see that maps represent the mapmakers' views of the world. I then solicit responses to what they think the perspectives of the mapmakers are, without explaining anything to them.
>
> Next, I pose a hypothetical situation: The United States is hosting an international conference that will be attended by people from most of the world's nations. The planners must choose the map of the world that will cover the wall at the front of the meeting hall and will be used during the conference. Which one should be used and why?
>
> The responses are varied and quite interesting!
>
> Following that, we discuss the responses and what kind of message the map chosen gives to other nations. We also talk about how other countries react to us based on how we view the world. Finally, we talk about how our government would act concerning different world situations if the view of the world was based upon one map or the other.
>
> Students begin to see more clearly that:
>
> 1. There are many perspectives.
> 2. Perspective affects interpretation of world events.
> 3. Perspective affects a nation's policies concerning others.
>
> This exercise also affects the views many students have of the world. This is especially seen when we follow up with a simulated summit meeting and/or Wildfire.
>
> It is quite interesting that something seemingly so simple as a map can have so much meaning.

Paul's closing comment reminded us that maps are often confused with the territory they represent. Having more than one map of the subject under consideration will remind students that the maps we make are pictures of our perceptions and not of the places themselves. The map is not the territory; the territory is the human mind. What we have to explore are the many maps in our minds.

§ § § § §

There are all kinds of nifty maps available these days to help demonstrate the many different ways to view the world's territories and that any map represents only one.

McArthur's Universal Corrective Map of the World – Complete world map with Australia in the center. From S. McArthur, 4 Ajana Lane, Frankston, Australia.

Turnabout Map of the Americas – Illustrates how some countries have always been "on top" and others "below" and how that changes perspective. Distributed by Laguna Sales, Inc., 7040 Via Valverde, San Jose, CA 95135 USA.

✳ **Peters Projection Map** – The most accurate portrayal of area, axis, position, and peoples. Produced with the support of the United Nations Development Programme through Friendship Press. Order from P. O. Box 37844, Cincinnati, OH 45237 USA.

Buck Fuller Map – A full-color, 35" x 22" wall map. $20.00. Order from World Game Projects, Inc., University City Science Center, 3508 Market Street, Philadelphia, PA 19104 USA (215) 387-0220.

World Eagle, Inc. publishes maps in addition to their monthly social studies resource called World Eagle. A free catalog of the maps is available. Call toll-free 1-800-634-3805 or write to World Eagle, Inc., 64 Washburn Avenue, Wellsley, MA 02181-9990 USA.

Hug-A-Planet – Soft, huggable globes of the world and stars that educate, decorate, and entertain. Inquire at XTC Products, Inc., 247 Rockingham Avenue, Larchmont, NY 10538 USA (914) 833-0200.

The Earth Balloon or Earth Awareness Classroom is another resource for challenging student views of the world by presenting them with an extraordinary map. It is a 20-foot-high, forced-air balloon that is painted with an accurately scaled map of the planet and features, among other attractions, a zipper in the Pacific Ocean so that students can see the world from the inside. The Earth Awareness Classroom can be rented from Criteria Architects, Inc., P.O. Box 19607, St. Paul, MN 55119 USA (612) 436-6066.

Another resource for large-scale maps is **World Game Projects, Inc.,** University City Science Center, 3508 Market Street, Philadelphia, PA 19104 USA (215) 387-0220. They have a variety of products that teach in an experiential way, ranging from world puzzles that can be arranged in many different views of the world to a giant 40' by 70' accurate map of the whole Earth that can be painted (with washable paints) onto your asphalt or concrete playground. Contact them for more information and a complete list of available products.

The National Geographic Society publishes large, full-color maps and mural maps. Write P.O. Box 2118, Washington, D.C. 20013 USA for a free catalog of publications.

Written by: Jan Drum and George Otero; Production: Kathy Christensen

A project of The Stanley Foundation, 420 E. Third St., Muscatine, Iowa, 52761, (319) 264-1500, in collaboration with Las Palomas de Taos, Box 3400, Taos, New Mexico 87571, (505) 758-9456.

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- developing perspective consciousness
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- valuing diversity
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- building the capacity to change
- understanding world issues and trends

Scavenger Hunt

This isn't a particularly glamorous idea. But it has very often worked for us under many different circumstances. Remember the old party game format of a scavenger hunt? Everyone was sent out, usually in teams but occasionally individually, with a list of obscure and often outrageous items to collect. Participants then spent the next hour or so going door to door asking for half-eaten apples, 1950 calendars, and black gloves. There were limits on the time they could take and the territory to be covered. The winner was the team with the most complete cache of items collected in the designated time.

We have used this format in teaching for years. My (George) favorite scavenger hunt story comes from when I was teaching eighth graders, and we were studying perceptions of the Arabs. They were complaining that there wasn't enough material in our suburban community about the Arabs, so I designed a scavenger hunt. Teams had five days to find as many items as they could in the community. Five days later the winning team brought back 1,100 items or artifacts that related to Arabs, including an Arab gentleman.

The Stanley Foundation has used a local treasure hunt to help youngsters in its summer program learn more about the community, practice building group skills, and explore such issues as leadership, initiative, responsibility, and cooperation. This summer six groups of students moved among eleven local sites, following clues collected at designated spots along the way. Designing the game is a bit of an undertaking and involves writing clever, rhymed clues; designing six different routes through the sites (all covering approximately the same distance); and staying with the youngsters as they struggle through the activity, remembering not to help them and keeping them from running in front of cars. If you'd like to try this activity, we'll send you sample clues and a map of the route, or we'll just try to explain the process by phone. Contact Jan at the Stanley Foundation at the address or phone number below.

Most recently we have used the scavenger hunt to document connections between our communities and the rest of the world. We developed a list of 42 questions and tasks that students have found fun and challenging. Here are some samples:

- How many foreign language magazine publications are in our local library? Name the publication and the language.
- Prove that a foreign car is not entirely foreign.
- Bring back evidence from four manufacturing companies that they do business with three other nations.
- Find two people, each on a different side of a global conflict. Document each person's point of view about who started the conflict, what it is about, and how he/she thinks it might be resolved.
- Show how ten songs that have been popular in the last two years display international links.

§ § § § §

Here are some other variations on the scavenger hunt theme to try with your students.

- Start with historical photos, for instance those available in your local library or museum. Have students discover the date and location for the picture or pictures their team has.
- Have students search the local phone book for international names or other kinds of global connections.
- The prove-it format has students collecting all the evidence that they can find that proves all Indians are not alike or women aren't weaklings or an idea that is appropriate for your purpose. You could have students use Polaroid cameras so that photos are used as the evidence.
- Recently we sent youngsters out with an imaginary $1000 to purchase art in Taos galleries. The same process could be used in other communities by sending students to markets, department stores, or local specialty shops.
- A really fine reference for this kind of activity is City Safaris: A Sierra Club Explorer's Guide to Urban Adventures for Grownups and Kids by Carolyn Shaffer and Erica Fiedler.

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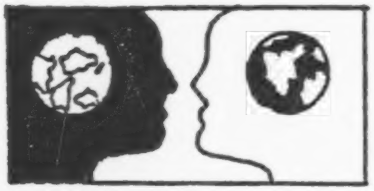
- **understanding world issues and trends**

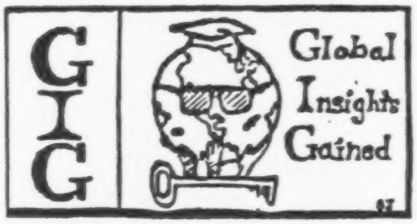
Global Designs

World views are images, templates, and patterns of believing and thinking that we apply to the world around us. Our images of the planet and its condition help us decide what it means to live responsibly. For example, if we see the world as a machine, we're likely to treat it in one way; if we see it as an organism, we'll treat it quite differently.

We share our assumptions about the nature of the world in many ways. Visual images can communicate our world view beautifully. "Spaceship earth," "the brotherhood of humankind," "wholeness," "interdependence," "multiple perspectives," "global society," and other phrases and concepts can be communicated visually.

Here are sample symbols from high school student clubs in two communities. They designed these symbols themselves.





We have collected examples of symbols and logos of organizations that sponsor international projects and support education on global issues. Their symbols are clear attempts to state visually some of the assumptions and big ideas that govern the goals and operations of the organization.

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Here are some ways you and your students might use these graphics.

- Can you match the visual with the name of the organization? What is your interpretation of the meaning of the visual? What does the visual say to you about the group's world view?

- You could then call or write these organizations to check out your predictions.
- You could also collect more examples. And, of course, why not have students do some of their own logo designs — designs that would communicate to others the students' assumptions about how we can or should live together on this planet.

§ § § §

Organizations

1. International Child
   Resource Institute
   2955 Claremont Ave.
   Berkeley, CA 94705

2. The Center for Human
   Interdependence
   114 Reeves Hall
   Chapman College
   Orange, CA 92666

3. The Whole Earth Papers
   Global Education Associates
   552 Park Ave.
   East Orange, NJ 07017

4. National College of Education
   Center for International
   Cooperation
   2840 Sheridan Rd.
   Evanston, IL 60201

5. InterAction
   American Council for
   Voluntary International Action
   2101 L St. NW, Suite 916
   Washington, D.C. 20037

6. Global Tomorrow Coalition
   1325 G St., NW
   Washington, D.C. 20005

7. Global Education: Minnesota (GEM)
   306 Wesbrook Hall
   Minnesota International Center
   77 Pleasant St. SE
   Minneapolis, MN 55455

8. Heifer Project International
   P.O. Box 808
   Little Rock, AK 72203

9. Progressive Space Forum
   1724 Sacramento St. #9
   San Francisco, CA 94109

10. Institute for Soviet-American Relations
    1608 New Hampshire Ave., NW
    Washington, D.C. 20009

11. The Asia Society, Inc.
    1785 Massachusetts Ave., NW
    Washington, D.C. 20036

12. The Heritage Foundation
    214 Massachusetts Ave., NE
    Washington, D.C. 20002

13. American Security Council
    Washington Communications Center
    Boston, VA 22713

14. The Stanley Foundation
    420 East Third St.
    Muscatine, IA 52761

15. Las Palomas de Taos
    P.O. Box 3400
    Taos, NM 87571

16. United Nations
    University for Peace
    P.O. Box 199
    Escazu, Costa Rica

17. Iowa Division, United Nations
    Association of U.S.A.
    26 E. Market Street
    Iowa City, IA 52240

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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on

- **developing perspective consciousness**
- **increasing state-of-planet awareness**
- **valuing diversity**
- **living responsibly with others**
- **building the capacity to change**
- **understanding world issues and trends**

Women and Global Issues

I (Jan) wish everyone who reads this would take even one class period to talk with students about some global issues that particularly affect women. I'd suggest the following information as thought starters.

Current data indicates that women make up more than half the world's population, do two-thirds of the world's work, but are paid only one-tenth of the world's wages.

from "Women and Global Education," Jan Drum and Doni Kwolek Kobus, Access, #6, May 1986, Global Perspectives in Education, Inc., 218 East 18th St., New York, NY 10003.

The unpaid labor of women in the household, if given economic value, would add an estimated one-third, or $4,000,000,000,000, to the world's annual economic product.

Rural women account for more than half the food produced in the Third World; for as much as 80 percent of the food production in Africa.

The hourly wages of working women in the manufacturing industry are on average three-fourths those earned by men.

In 1950 there were 27 million more boys than girls enrolled in primary and secondary levels of education; currently there are 80 million more boys than girls enrolled.

Both males and females born in developing countries have shorter life expectancy than babies born in developed countries; for males the average life span is 10 years shorter, for females it is 15 years shorter.

Nutritional anemia afflicts half of all women of childbearing ages in developing countries, compared with less than 7 percent of women of those ages in developed countries.

Ten of the eleven oldest democracies in the world waited until the 20th century to give women the right to vote: the first to grant electoral equality was New Zealand (1893), and the last was Switzerland (1971).

Although they comprise 50 percent of the world's enfranchised population, women hold no more than 10 percent of the seats in national legislatures.

From Women ... a world survey, Ruth Leger Sivard, World Priorities, Box 21140, Washington, DC 20007, USA.

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Here are some ways you might approach this subject:

- Allow students ten minutes in small groups to list questions the quotes raised for them. Discuss at least one question from each group.

- Two excellent films that would prompt further discussion are Small Happiness and Global Assembly Line. Check with area universities, libraries, or your other best film sources for those titles or for other films about the role of women around the globe.

- Using either the statistics or a short film as an introduction;

  — Ask students which gender they'd choose if they could pick. Why?

  — Which gender would they choose if they lived in the developing world? Why?

  — Do they think the distinctions between men's and women's experiences are fair?

  — Ask them to imagine they are the opposite gender and answer the questions above.

- Free writing might be a good way to respond to the questions above. In free writing, spelling, punctuation, and style don't count. In fact, it's best not to collect the work. The only rule is to keep writing. If a student can think of nothing to write, copy and recopy the question or her preceding sentence.

  — Take the final five or ten minutes to let students share thoughts if they want to. Don't be afraid of a little silence as they decide whether to talk or not.

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Finding Diversity at Home

I (Jan) had worked as a global educator for a number of years before I'd had much experience in international travel. I used to tell people that I was living proof that a person could be open to multiple perspectives and be a global educator even without extensive global experience. The truth is, though, I feel a lot more confident making that claim now that I've had an opportunity to do a bit of traveling myself.

But the fact is that most of us are going to be working with students who don't have many opportunities to travel internationally. It seems to me that part of our job in opening them to multiple perspectives is to give them the opportunity to encounter diversity at home. An assumption I'm making is that living with diversity is a fact of modern life, and if we see diversity as a positive aspect of life, we'll grow and learn from it.

I live in Iowa, a state that is pretty homogeneous. In fact, no Congressional District in Iowa has a minority population of more than five percent. When my friend, Bob Freeman, came to Iowa for a teacher's conference, he asked a group of teachers from northeast Iowa what was the largest minority in their area. They told him it was Lutherans.

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In spite of our homogeneity, I've uncovered a number of ways to explore diversity with kids. Here are some of them:

- We designed a treasure hunt that takes the participants into places in our community that they may not be accustomed to visiting (the police station for example). At each place they collect their next clue from a local citizen who is not native-born. We have ten stops on the treasure hunt and ten different birthplaces represented.

- Within an hour or so of our town, there are sizable communities that represent four different cultures. At the nearby Amana Colonies, there is a well-preserved German culture; in Iowa City there is a large community of Chinese who take great care to preserve their native culture; even closer at hand is a recently developing Laotian community; and in our town there is a large Hispanic population. Over the years we have found opportunities to interact with each of these groups.

- Two groups of local people have interesting international perspectives to share: (1) some sensitive Vietnam veterans and (2) returned Peace Corps volunteers. When they are part of a program, I ask them to address the following questions:
  - What surprised you most in your overseas experience?
  - What are some things you learned from the other culture?
  - What are the two or three things you most want to tell Americans now that you've returned?

- A couple of years ago Bob Erickson, from the Minnesota Global Education Center, worked with a very lively group of Iowa teachers. Here are a few of the ideas they suggested for finding diversity at home:
  - Plan a trip to some other part of the world. (You don't even have to go; just plan it.)
  - Trace the origins of the names of the Iowa football team members.
  - Take slides of places in your community that display foreign influence.
  - Make a list of global connections reported in the newspaper (for example, "Local Business Opens Branch in Shanghai").
  - Look at the labels of clothes in your closet. Find out their origins.
  - Find all the foreign names you can on a road map and locate the origins on a world map.

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5000 Cultures; 180 Nations

Often we hear things about the world that surprise us. Recently, I (George) was listening to an anthropologist talk with a group of teachers, and she mentioned that there are over 5000 cultures in the world today. I was startled and impressed by her information. After I thought about it for a moment, I realized I had been so surprised because her facts didn't conform with some of my deep-seated ideas about the nature of global society.

Statements like these call attention to the fact that we often relate to the world in a way that discounts or overlooks particular global realities. For example, when people from the United States hear the term "debtor nation," we most likely think of countries somewhere in the Third World. Yet, the United States is in fact the largest debtor nation in the world.

We think these kinds of attention-getting statements are significant for two almost paradoxical reasons. First, they're important because each statement we find helps us build a clearer picture of the world. Second, they're important because each one reminds us that our current perception of the world is probably inaccurate and ready to be revised by the next startling fact we hear.

So we think it's worthwhile to help students seek out and play with the kinds of perception revisers we've mentioned. The classroom is a great place to consciously remind teachers and students that we too often deal with the world in terms of unconscious, deep-seated, and unexamined notions about the world and how it works. Young people who learn to review their perceptions in light of new information are better equipped to continue learning and growing throughout their lives. They won't need to be stuck with a freeze-frame world-view that stopped the day they left your classroom.

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Here are some activities we suggest you try.

- You and your students can start your own "believe it or not" or "would you believe" bulletin board.
- Whenever you find one of these startling tidbits, check with your students to see if they are also surprised. If they are, you can help them examine the nature of their surprise by suggesting that in relation to the new information they complete the statement, "I always thought . . ." You can help them to suggest changes that seem desirable in light of the new information. Then have them make lists of questions the new information raises for them. (For example, if there are 5000 cultures, where are all these cultures? Did there used to be more? What is the difference between a culture and a nation?) Finally, if the world is really that way, what does that tell us about how we relate to the world? Do we need to make some changes? Does this information change the way we think about the topic?
- Send your students on a surprising fact search. Newspapers, the library, interviews with parents and teachers are obvious sources. When they have completed their search, have them compare facts. Are others surprised by the facts they found? What are the favorite surprises?

A really great source for perception-revising facts is the "Harper's Index" which appears monthly in Harpers Magazine. A book, The Harper's Index Book, published by Henry Holt and Company, is also available.

Beside those we've already mentioned, here are a few of our favorite facts:

1. According to the Roosevelt Center's Campaign 88 materials, the average Central American eats less meat in a week than the average American cat.
2. In 1987 there were 22 different wars underway, more than in any previous year in recorded history. (From World Military and Social Expenditures 1987-88 by Ruth Sivard; published by World Priorities.)
3. According to World Eagle (November 1987), 51 percent of the world's population lives in only five of the world's 180 nations. (They are China, India, USSR, USA, and Indonesia, by the way.)
4. Harper's Index Book tells us that it is estimated that squirrels lose 50 percent of their nuts because they forget where they put them.

Written by: Jan Drum and George Otero; Production: Kathy Christensen

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Gee, a Graphic Game!

Games are a great way to learn. You only have to check the sales volume of Trivial Pursuit or Pictionary to find evidence of the potential effectiveness of games. Recently we were playfully helping some young people figure out the twenty most populous nations. While trying to give clues, one of the young people made up a pun using the name of one of the countries: "Pack his tan (Pakistan) suitcase." Then we added, "Phillip pines for his lost love." And suddenly a new game was underway. After ten minutes or so, some of the kids started trying to get multiple puns in a single sentence. The students never ran out of ideas for the next half hour. Here are some of our favorites:

> **Ken ya** loan me fifty cents?
> Pass the **Turkey**; I'm **Hungary**.
> **Sur, I name** you John.
> I'm really **Mad; a gas car** is expensive.
> I got hit **In do nes, ia!**
> **E gypt** me fifteen cents.
> **I ran** to the store.

It's truly a teachable moment when kids offer to play a game with you as a way of learning about the world.

There are over one hundred and seventy nation-states in the world today. How many can you and your students turn into a pun? We'll send a free subscription to World Press Review to the first five classes that send us a list of at least one hundred nation-state "name puns" that can be understood by our highly impartial and slightly inattentive panel of Stanley Foundation experts.

As you can see, playing games is infectious.

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  Angela Bullock, Beaumont Jr.
  Midgie Davis, Meadowthorpe
  Alyce Emerson, Tates Creek Jr.
  Virginia Goes, Yates Elementary
  Dianne Jeter, Lafayette
  Marge Leinbach, ESL Lansdowne
  John Moore, Southern Jr.
  Pat Newton, International Studies Magnet School
  Beth Randolph, Arts Magnet School Harrison
  Wendy Roark, Southern Elementary
  Grant Southworth, Morton Jr.
  Kitty Stephens, Bryan Station Sr.
  Jim Strohmeier, Morton Jr.
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Consultants:
  Ron Pelfry, Math
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  Angela Grier, Headley Whitney Museum
  Kay Roberts, International Affairs UK
  Stan Brunn, Geography
  Kerry Zack, UK Art Museum

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